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ABSTRACT

Rules and guidelines are provided for ERIC catalogers and editors engaged in capturing bibliographic data for the documents and journal articles entered into the ERIC database. A general discussion of the principles of ERIC cataloging, definitions used, use of mandatory vs. optional data elements, etc. is provided in the Introduction. The body part of the section is organized alphabetically by the keyword of 24 data elements: Abstract/Annotation; ERIC Accession Number; Audience; Author; Availability (Other Than EDRS); Clearinghouse Accession Number; Contract/Grant Number; Descriptors; Geographic Source; Government Status; Identifiers; Institution; Issue (of Abstract Journal); Journal Citation; Language; Level of Availability (at EDRS); Note; Pagination; Publication Date; EDRS Price Code; Publication Type; Report Number; Sponsoring Agency; and Title. Within each data element the material is organized by: (1) Profile--displaying the name of the element, the keyword used in entering the data element, files ("Resources in Education" and "Current Index to Journals in Education") in which the data element appears, mandatory/optional status, ERIC component supplying the data, character set (alphabetic, numeric, and special used), subfields, field length, and field ID number on the ERIC magnetic tape); (2) Typical Entry; (3) Text--including rules and guidelines, relationship to other fields, any authority lists; (4) Summary of Significant Rules; and (5) Examples. Several of the data elements have associated authority lists (country names, language names, publication types, etc.). Three attachments are included: (1) Obsolete/Discontinued Fields (a 3-page description); (2) Cataloging Specific Types of Documents; and (3) CENDI/COSATI Guidelines for "Organization Names" (extracted from its "Guidelines for Descriptive Cataloging of Reports"). (CRW)

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Processing Manual

Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network

Section V: Cataloging

June 1992

Educational Resources Information Center (ERIC)
U.S. Department of Education

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REFERENCE TOOLS USED IN THE CATALOGING PROCESS

The publications listed alphabetically below are the primary reference tools of use in the cataloging process. The ERIC cataloging guidelines assume that Clearinghouse catalogers have both knowledge of and access to these publications (in their latest editions). Because the introductory material appearing in each publication describes fully its frequency, format, and method of use, that information is not repeated here.

Anglo-American Cataloguing Rules (AACR-2)

Clearinghouse Number to ED Number Cross-Reference List

ERIC Abstractor/Indexer Workbook

ERIC Acquisitions Arrangements List

ERIC Indexing Handbook

ERIC Processing Manual (EPM)

ERIC Tape Documentation

GPO Style Manual

Guidelines for Descriptive Cataloging of Reports (PB-86-112349)

Identifier Authority List (IAL), and Supplements

A Manual of Style (University of Chicago Press)

Source Directory
- —Truncated Edition (Names Active Across Last 5 Years)
- —Monthly Cumulative Supplements
- —Archival Edition (All Names)

Thesaurus of ERIC Descriptors (Working Copy), and Supplements

SUMMARY OF SIGNIFICANT RULES

The following rules apply to the cataloging of all data elements. The rules that apply uniquely to specific data elements are provided in the individual section on that data element.

1. Catalog solely from the document in hand. Do not engage in extensive research to determine cataloging data. (However, if the document is Level 3, research into sources of availability may be necessary.)

2. The principal authorities that should be consulted to answer cataloging questions not covered by these guidelines are the following:

   - *Guidelines for Descriptive Cataloging of Reports. A Revision of COSATI Standard for Descriptive Cataloging of Government Scientific and Technical Reports.* (PB-86-112349)

   - *Anglo-American Cataloguing Rules.* 1988, Second edition, Revised.

3. The principal authorities that should be consulted to answer questions of grammatical style and English usage not covered by these guidelines are the following:

   - *GPO Style Manual*

   - *A Manual of Style* (University of Chicago Press)

4. Do not end lines with a hyphen, slash, or dash.

5. The text of all fields should be entered in upper and lower case, as appropriate. Use only the 88 characters available in the ERIC Character Set. The underline (_) may only be used immediately after the field keyword.

6. The semicolon is used only as a subfield delimiter (to separate multiple Authors, Institutions, Descriptors, Report Numbers, etc., and to separate logical segments of certain fields, e.g., Journal name from volume/number data) in all fields except the Title, Descriptive Note, Availability, and Abstract textual fields, where it can be used as a normal punctuation mark.

7. Certain data elements are mandatory and others are optional (i.e., conditional on their appearance in the document or journal article). Mandatory data elements must be cataloged for every record entered in the system.

8. Different volumes in a series or parts of the same document should be accessioned in proper sequence and, if at all possible, should be processed in the same issue of RIE.

V. CATALOGING

A. Introduction

1. General

These guidelines for descriptive cataloging are intended for use by the ERIC Clearinghouses in preparing bibliographic data for the ERIC database. They will also be of interest to users of the ERIC database in that they describe various matters, the knowledge of which is essential to retrieval operations (e.g., the definition of each data element, the location of certain information in the record, the structure of the data).

Cataloging is a complex function, and the guidelines presented here are necessarily limited. For cataloging problems not detailed herein, catalogers should consult the following principal references (on which the ERIC guidelines were based):

- *Guidelines for Descriptive Cataloging of Reports. A Revision of COSATI Standard for Descriptive Cataloging of Government Scientific and Technical Reports. Washington, D.C., Commerce, Energy, NASA, Defense Information (CENDI) Cataloging Committee.* 1985. 80p. (PB-86-112349).

- *Anglo-American Cataloguing Rules.* Second Edition, Revised. Chicago, American Library Association, 1988. 677p.

For questions of general grammatical style and English usage, the cataloger should consult principally the latest editions of the *GPO Style Manual* and the University of Chicago Press' *A Manual of Style*.

The objective of descriptive cataloging is to provide a unique description for the document in hand so as to distinguish it from all other documents. Since ERIC is a computerized system, the cataloging function simultaneously provides tags for the data the system collects. These tags later serve essential roles in various computerized operations such as the production of indexes, generation of abstract journals, and computer searching.

While at first glance the detail provided in Section V may seem daunting to individuals new to cataloging, it is based on real documents and actual ERIC experience. Section V should be used in conjunction with several other Sections of this Manual. Information in Section V is provided for all data elements comprising an ERIC "resume" (i.e., cataloging, indexing, and abstract); however, the primary emphasis is on the bibliographic data (e.g., Author, Title). Although indexing (Descriptors and Identifiers) is briefly covered in Section V, Section VII and VIII-1 & 2 should be consulted for detailed information on indexing and the use of Descriptors and Identifiers. Section VI should be consulted for detail on the preparation of Abstracts/Annotations. Preparation of the data for submission to the database after the records have been cataloged is covered in Section IX, Data Entry.

Traditional library cataloging deals primarily with monographs (books) and serials (journals)—the standard literature of the commercial publishing community. ERIC cataloging deals primarily with curriculum guides, technical/research reports, government reports, contractor reports, commission reports, dissertations, hearings, conference proceedings, conference papers, and similar fugitive, limited-distribution, noncommercial materials. The ERIC data elements have been selected to fit the literature processed by

ERIC and they, therefore, include elements that are not normally treated by libraries, e.g., Report Numbers, Contract Numbers, Sponsoring Agencies, etc. The ERIC cataloging guidelines were originally based on guidelines developed specifically for the report literature. Just as the database evolved over the first twenty-five years of its existence to include not only report literature but curriculum guides, conference papers, etc., so too have the cataloging guidelines.

ERIC catalogers need to keep in mind that descriptive cataloging is essentially simply an organized way of supplying information about any given document or journal article. Basically, cataloging can be regarded as providing answers to a series of questions; these "answers" are then recorded in pre-established formats in assigned locations.

2. Principles of ERIC Cataloging

Because of the complexity and variety of the literature covered by the database, the most fundamental rule of ERIC cataloging is to catalog from the document in hand. Extensive investigation to find information not contained in the document, sometimes justified in the cataloging done by large research libraries, has rarely been seen as justified for the literature entering the database.

Information that may accompany the document (e.g., letters of transmittal) should, of course, be used if available and kept with the document for the benefit of later editors. Also, if a document is obviously one of a series, of which other members have been entered in the system, it is appropriate to check the other members to ensure consistent treatment within the set. However, in general, the rule is to catalog from the document and to consider each field of data as a distinct entity, attempting to characterize that particular aspect of the document as best it can be on the basis of the information immediately available.

A second fundamental principle of ERIC cataloging is that it is sometimes necessary to take a common sense and/or creative approach to catalog a document properly. No amount of rules, guidelines, or examples in this Section can possibly cover every kind of document or material likely to be encountered by an ERIC cataloger. This is especially true when the "document" is in fact a group of documents entered as one item (e.g., a collection of newsletters, a compendium of curriculum materials, a packet of assorted handout material). Many of the documents entering the ERIC database were written either for immediate classroom or other use or for a limited audience; such documents frequently do not provide the bibliographic information typically found in commercial publications. If such information is provided, it may not be in the standard locations such as the cover, the title page, verso of title page, etc. The document also may not have a "standard" layout with easily identifiable titles, authors, sources, etc.

Concomitant with the need for creativity in applying the rules of cataloging is the third principle: pertinent and/or prominently displayed information in the document generally should be accounted for either in the bibliographic data or in the abstract. Prominently displayed information should not be ignored even if it does not immediately lend itself to an appropriate data element. For example, a statement on a document "prepared by the faculty committee to develop guidelines for dealing with violence in schools" cannot be cataloged in the Personal Author field, and a faculty committee normally would not be created as an institutional source because such committees are of short duration; however, the information should still be captured, e.g., in the Descriptive Note or the Abstract.

3. Relationship of EPM Guidelines/Rules to Data in Online, Print, or CD-ROM Versions of the Database

The guidelines/rules described in Section V were created in order to standardize cataloging across the network's Clearinghouses (regular and adjunct). While at times it will be helpful to catalogers to refer to an online, printed, or CD-ROM version of the database to determine how earlier entries or comparable entries for a particular document or document type have been cataloged, these versions have been "massaged" to a certain extent by vendors and will be at variance to the EPM. Some examples of these variations are: some online and/or CD-ROM versions of the database have altered the Publication Date by dropping any reference to the month and day and adding the century (i.e., "19"); RIE displays the pagination as part of the Note field, uses commas instead of semicolons to separate terms in the Descriptor field, and does not display some fields such as Governmental Status. Regardless of what is found in these different vendor versions, catalogers should follow the guidelines in the EPM.

4. Definitions

• Resume

A resume is a complete surrogate record for a document or journal article. A complete record consists of the descriptive bibliographic data (title, pagination, author, etc.), indexing data, and an abstract/annotation describing the item in succinct narrative form. (**Figures V-1A-B** display completed RIE and CIJE resumes.) All new resumes submitted by the ERIC Clearinghouses are identified initially by the Clearinghouse Accession Number. The computer system considers a resume to consist of all fields following the identifying Clearinghouse Accession Number (CH_) and preceding the next CH_. Descriptive cataloging, as discussed in Section V, results in a completed RIE or CIJE resume.

• Data Element/Field

Within these resumes are elements of data called "fields" (e.g., title, author, contract number, abstract, etc.). The concepts "data element" and "field" are used interchangeably throughout Section V.

An ERIC resume may have up to 24 possible data fields, although not all fields are used by the Clearinghouses nor would all fields be appropriate for any given resume. Each field within a resume is identified by its own unique keyword. A keyword is the "tag" that indicates the beginning of a new field. Each keyword is entered in all capital letters followed by an underscore (_). Fields, their keywords, and an indication of whether the content of the field is provided by an ERIC Clearinghouse or the ERIC Facility are listed in **Figure V-3.**

CH_CE123456
PDAT_May92
LEVEL_1
AUTH_Butler, Kathleen; Smith, B. James
TITLE_Career Planning for Women.
INST_BBB35000=Central Univ., Chicago, IL. Center for Research in Women's Education.
SPON_EDD00036=Office of Educational Research and Improvement (ED), Washington, DC.
AUD_Policymakers
CONT_RI900000
REPNO_ISBN-0-3333-5568-1; OERI-91-34
PUBTYPE_141; 160
LANG_English; Spanish
GEO_U.S.; Illinois
GOV_Federal
JNL_Women Today; v13 n3 p1-14 Jan 1992
NOTE_An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
AVAIL_Campus Bookstore, 123 College Ave., Chicago IL 60690 ($5.95).
DESC_Career Guidance; *Career Planning; *Demand Occupations; *Employed Women; *Employment Opportunities; Females; Labor Force; Labor Market; Postsecondary Education
IDEN_Consortium of States; *National Occupational Competency Testing Institute
ABST_Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990-1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rates (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (26 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling; (2) change their career aspirations; and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

FIGURE V-1A: Completed RIE Resume[1]

[1] This resume displays all possible fields a Clearinghouse could use in cataloging a document. No resume is likely to exhibit all possible fields.

```
CH_CE523456
AUTH_Swanson, Jane L.
TITLE_The Structure of Vocational Interests for African-American College
Students.
PUBTYPE_143
LANG_English; Spanish
NOTE_Special theme issue on "Holland's Theory."
AVAIL_UMI
JNL_Journal of Vocational Behavior; v40 n2 p144-57 Apr 1992
DESC_*Vocational Interests; *College Students; *Black Students; Higher
Education; Geometric Constructions; *Validity; Sex Difference
IDEN_*African Americans; Hollands Hexagonal Model; Strong Interest
Inventory; Gender Scales (Johnson)
ABST_Describes a study in which the Strong Interest Inventory was completed
by 189 female and 168 male African-American college students (20%
response). Correlations among the General Occupational Theme scales
supported the potential applicability of Holland's theory to African
Americans, but highlighted gender differences. (SK)
```

FIGURE V-1B: Completed CIJE Resume[2]

[2] This entry illustrates a resume (fictitious) as it would be prepared by an ERIC Clearinghouse; thus the data elements later added by the CIJE Publisher or the ERIC Facility have not been included.

- **Subfield**

Certain fields may be subdivided into subfields, i.e., multiple instances of the same type of data or logical subdivisions of the data. For example, the Personal Author field may be subdivided into two personal authors. The fields which may be subdivided are:

AUD; AUTH; CONT; DESC; GEO; IDEN; INST; JNL; LANG; PUBTYPE; REPNO; SPON

NOTE: Subfields within a field are always separated or "delimited" by a semicolon followed by a blank.

5. Mandatory vs. Optional Data Elements

Certain data elements are mandatory, and records are not permitted to enter the ERIC Master Files unless they exhibit these data elements. Other data elements are "optional" or "conditional" in that they are not always available on the document, but they should be cataloged when available. There are some differences between RIE and CIJE in this regard. For example, the Title field is mandatory for both RIE and CIJE, but the Journal Citation field is mandatory solely for CIJE.

Figure V-2 lists all of the mandatory data elements and indicates for each whether it is an RIE or CIJE element.

Data Elements Mandatory for RIE	Data Elements Mandatory for CIJE
Clearinghouse Accession Number	Clearinghouse Accession Number
Publication Date	Publication Date
Level of Availability (at EDRS)	
Pagination	
Title	Title
Publication Type	Publication Type
Language	Language
Geographic Source	
Descriptors	Descriptors
Abstract	
	Journal Citation

FIGURE V-2: List of Mandatory Data Elements

6. Clearinghouse Input vs. ERIC Facility (or CIJE Publisher) Input

Most of the cataloging data is generated by the Clearinghouses and reviewed and edited by the ERIC Facility (or CIJE Publisher). However, of the 24 total data elements currently cataloged, four are the responsibility of the central support contractors for RIE (Facility) and CIJE:

- ERIC Accession Number (ED/EJ Number)
- Issue (of Abstract Journal)
- EDRS Price Code (RIE only)
- Pagination (Level 1 and 2 Documents only) (RIE only)

Figure V-3, which is a total list of the data elements along with their keywords, includes these four and designates the responsible unit in each case.

7. Data Elements No Longer in Use

The discussion in Section V.B covers individually all active data elements. The three data elements no longer used by ERIC that have data in their fields in older records on the ERIC master file are Program Area, Project Number, and Grant Number. These elements are briefly described in Section V, Attachment 1.

8. Processing/Cataloging Specific Document Types

One of the ongoing concerns of Clearinghouse processors is the necessity to pull together all of the information typically required to process and catalog specific types of documents. To this end, Attachment 2 "Processing/Cataloging Specific Document Types" has been added to Section V. Initially, Attachment 2 will contain only guidelines for entering analytics to the database. It is projected that other document types will gradually be added to Attachment 2 and that Clearinghouses will customize their own copies of the EPM to include the requirements for document types that they regularly process.

		RESPONSIBILITY		RIE		CIJE	
		CH	FAC	Mandatory	Optional	Mandatory	Optional
1 ACC	ERIC Accession No.(ED/EJ)		X	X		X	
2 ISS	Issue of Abstract Journal		X	X		X	
3 PRICE	EDRS Price[3]		X	X			
4 PAGE	Pagination[4]						
A	Level 1 & 2 Documents		X	X			
B	Level 3 Documents	X		X			
5 CH	Clearinghouse Accession No.	X		X		X	
6 PDAT	Publication Date	X		X		X[6]	
7 LEVEL	Level of Availability at EDRS	X		X			
8 TITLE	Title	X		X		X	
9 JNL	Journal Citation	X			X	X	
10 LANG	Language	X		X[5]		X	
11 PUBTYPE	Publication Type	X		X		X[7]	
12 DESC	Descriptors	X		X		X	
13 GEO	Geographic Source	X		X			
14 ABST							
A	Abstract	X		X			
B	Annotation	X					X
15 AUTH	Personal Author	X			X		X
16 INST	Institution	X			X		
17 SPON	Sponsoring Agency	X			X		
18 REPNO	Report Number	X			X		X[8]
19 CONT	Contract Number	X			X		
20 NOTE	Descriptive Note	X			X		X
21 AVAIL	Availability	X			X		X[9]
22 GOV	Governmental Status	X			X		
23 AUD	Target Audience	X			X		X
24 IDEN	Identifiers	X			X		X

FIGURE V-3: ERIC Data Elements (Showing Responsibility for Each Element, Keyword, File in Which Used, and Mandatory/Optional Status)

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3 EDRS Price Code - Generated by computer, based on data in Level and Pagination fields.

4 Pagination - Clearinghouses provide pagination for Level 3 documents (where no actual document is sent to the Facility); Facility paginates all Level 1 & 2 documents.

5 "English" is automatically computer-generated in both RIE and CIJE when Language field is not present in incoming records.

6 Computer-generated from last component (i.e., year) in Journal Citation field.

7 Publication Type 080 -- Journal Article inserted automatically by computer in all CIJE records.

8 ISSN Number must be recorded for "oneshot" journal articles.

9 Availability (CIJE) - "UMI" expanded by computer in printed CIJE to "Reprint: UMI."

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B. Data Elements

The following descriptions, of each data element/field, are arranged alphabetically by the keyword of that data element (e.g., **ABST** for Abstract/Annotation, **ACC** for ERIC Accession Number, etc.). A standard format consisting of five parts has been established for describing each data element: Profile, Typical Entry, Narrative Text, Summary of Significant Rules, and Examples. **(See Figure V-4.)**

The ERIC Character Set referred to in the Profile is displayed in **Figure V-5.** This Figure lists only those characters which may be used in ERIC data fields. As indicated in the Profile, in some instances the field is restricted to specific characters (e.g., the Language field may contain only alphabetic characters, the Descriptor field may contain only alphabetic and two special characters—semicolon and parentheses).

Profile

Data Element/Field	- Language
Data Entry Tag/Keyword	- LANG_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory (If left blank, the computer inserts English)
Data Provided By	- Clearinghouse
Character Set	- Alphabetic
Subfields Permitted	- Yes (up to 5)
Field Length	- 46 (Max.); 7 (Avg.)
Field ID No. (Tape)	- 76

The Profile provides a quick capsule of basic information about the data element:

- its official name (e.g., Language);
- the tag/keyword used during data entry to identify the data to the computer program (e.g., LANG__);
- the files (RIE and/or CIJE) in which the field is used (e.g., RIE/CIJE);
- whether the field is mandatory or optional (e.g., Mandatory);
- which component provides the data—Clearinghouse, ERIC Facility, or the CIJE Publisher (e.g., Clearinghouse);
- what characters from the ERIC Character Set (alphabetic, numeric, and special) (e.g., Alphabetic);
- whether or not the field can have more than one subfield [e.g., Yes (up to 5)];
- field length (maximum size permitted and average size) [e.g., "46 (Max.); 7 (Avg.)"]; and
- field identification number (decimal) used on computer tape, i.e., master file of the database (e.g., 76).

A Typical Entry is provided showing an example of the data element as it should be cataloged (e.g., LANG_English; Spanish).

A Narrative Text follows which provides detailed information concerning how the data element should be cataloged. All explanations and justifications that can only be handled by a narrative are provided here.

A Summary of Significant Rules explicit or implicit in the text are succinctly itemized in list form.

Examples are provided for all the significant variant forms the data element can take. Each form is labeled. This portion of the discussion is designed for rapid ready reference. In many cases, a cataloger faced with a problem, can solve that problem by referring to an example without reading the text explaining or justifying the approach.

FIGURE V-4: Sample Data Element Description

ALL ALPHABETICS	—	A-Z (UPPER CASE)
all alphabetics	—	a-z (LOWER CASE)
NUMERICS	—	0-9
SPECIAL CHARACTERS	—	(LISTED BELOW)

&	AMPERSAND	>	GREATER THAN
'	APOSTROPHE	<	LESS THAN
*	ASTERISK	-	HYPHEN
	BLANK SPACE	(	PARENTHESIS (LEFT)
[	BRACKET (LEFT)	)	PARENTHESIS (RIGHT)
]	BRACKET (RIGHT)	%	PERCENT
:	COLON	.	PERIOD
,	COMMA	+	PLUS SIGN
--	DASH (TWO HYPHENS)	#	POUND SIGN
$	DOLLAR SIGN	?	QUESTION MARK
=	EQUALS	"	QUOTATION MARK
!	EXCLAMATION POINT	;	SEMICOLON
		/	SLASH, VIRGULE

FIGURE V-5: ERIC Character Set

B.1 ABSTRACT/ANNOTATION

	Profile
Data Element/Field	- Abstract/Annotation
Data Entry Tag/Keyword	- ABST_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory (RIE); Optional (CIJE)
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- No
Field Length	- RIE - 3,500 (Max.); 1,099 (Avg.) CIJE - 720 (Max.); 273 (Avg.)
Field ID No. (Tape)	- 44

TYPICAL ENTRY (RIE)[10]

ABST_Negative preconceptions about the disadvantaged often hinder the effectiveness of teachers and administrators in schools in culturally depressed areas. Most disadvantaged children are not hostile or unresponsive, nor do they need special discipline. They and their parents often have high, even unrealistic, educational aspirations...Teachers should encourage in the children the self-discipline that leads to academic success, which, in turn, would break the self-fulfilling prophecies of failure. (AA)

TYPICAL ENTRY (CIJE)

ABST_Discusses the characteristics of written composition that can be applied to successful speech communication. (HTH)

An abstract/annotation is a brief narrative description of a document without interpretation or criticism. Detailed guidelines and rules for the creation of abstracts/annotations are provided in Section VI of this Manual and, thus, are not reiterated here. The Summary of Significant Rules for Abstracts which follows therefore relates to the preparation of the field as part of the resume and to the kinds of data that should not be in the Abstract/Annotation.

Abstracts for RIE are preferably of the Informative type, in which the abstract actually contains some of the information transmitted by the document and stands as a small scale substitute for the entire document. Certain kinds of documents require Indicative abstracts, in which the abstract serves as a Table of Contents, telling the user what may be found in the document, but without substantive detail. Mixed Informative/Indicative abstracts are permitted in selected situations.

[10] The typical abstract in RIE is approximately 200 words. The ellipses used in this example indicate the abstract was shortened for illustration only. Ellipses are normally not used in abstracts.

Abstracts are normally limited to approximately 200 words; however, in certain situations (e.g., conference proceedings, machine-readable data files, etc.) that limit is extended to approximately 300 words, and in extreme situations, may approach 400 words.

Annotations for CIJE journal articles are not mandatory, but are strongly recommended and should always be prepared whenever the title does not adequately explain the contents of the item; such situations are illustrated in the following examples:

Title Explains the Contents:

"What Kind of Academic Background Does an Elementary Teacher Need To Teach Social Studies?"

Annotation not absolutely needed, but typically would be created to augment the title.

Title Does Not Explain the Contents:

"How Far Did Paul Revere Ride?"

Annotation added: Illustrates improving map study by relating an unfamiliar location to the geographical area where the student lives...

Annotations are rarely omitted in CIJE as they usually can provide additional useful information. Annotations are limited to approximately 50 words and may not exceed 60 words (a "word" being defined as any data found between two spaces).

SUMMARY OF SIGNIFICANT RULES

1. Abstracts for RIE documents are to be of the Informative type, whenever the document type permits, and are normally limited to approximately 200 words.

2. Table-of-Contents type Indicative Abstracts are normally limited to approximately 300 words, but in certain extreme situations may approach 400 words (e.g., proceedings of large conferences, machine-readable data files, etc.).

3. Annotations for CIJE journal articles are normally limited to approximately 50 words and may not exceed 60 words.

4. Do not use hyphens, dashes, or slashes at the end of a line. The computer system assumes a space is appropriate after every word ending a line.

5. All of the characters in the ERIC Character Set may be used in the Abstract.

6. Do not use the underline, superscripts, subscripts, or italics. Quotation marks may be used as substitutes for underlining or italics. Superscripts and subscripts must be changed to linear equivalents, e.g.,

10^5	10 to the fifth power.
L_{10}	L sub ten.
5^2	5 squared.

7. Use only one blank space after all punctuation.

8. Non-abstract data (data which is cataloged elsewhere in the resume) should not also be in the Abstract. Specifically, the following kinds of information should not be in the Abstract:

   - Related document references (use Note field).
   - Marginal legibility notes (use Note field).
   - Preparing Institution or Sponsoring Agency information (use Institution and/or Sponsoring Agency field).
   - Complete repetition of the Title (use Title field); some words from the Title may be needed in order to introduce the topic, but avoid complete repetition.

9. In general, do not use abbreviations (e.g., for state names) in the Abstract. However, acronyms, once defined at their initial appearance in the record, may later be used by themselves.

10. Use double parentheses when enumerating a list of items, e.g.: (1)_____; (2)_____; (3)_____.

11. Use the following format to list titles and authors:

    "Teaching Reading Skills" (Jennifer Samuels); "Language Skills of the Limited English Proficient Student" (John Rodriguez and Linda O'Hara).

    When space allows, retain authors' complete names; do not abbreviate unnecessarily. To conserve space in extra long abstracts the first names may be omitted. Do not use a format such as: "Teaching Reading Skills" by Jennifer Samuels, etc.

12. When doing a list of chapters or papers in an Indicative abstract, take particular care with author names. Authors do not like to have their names misspelled.

13. At the end of the abstract place the initials of the abstractor in parentheses, e.g., "(JB)". If an author abstract is used, place the word "(Author)" in parentheses at the end of the abstract. If an author abstract is used in modified form, use a combination of the two elements, "(Author/JC)."

14. Punctuation in the Abstract should be in accordance with the normal rules of English usage. The semicolon does not function in this field as a subfield delimiter.

15. Author abstracts should be used if they are judged adequate to convey the content of the item. Author abstracts will not and need not comply with exactly the same standards that an ERIC abstractor, writing a completely new abstract, should follow.

16. Even if the abstract is created by a Clearinghouse abstractor, the abstract should make use of the author's own words and phrases whenever possible.

EXAMPLES

See Section VI (Abstracting) for examples of how abstracts should be structured.

B.2 ERIC ACCESSION NUMBER

Profile	
Data Element/Field	- ERIC Accession Number
Data Entry Tag/Keyword	- ACC_
Files	- Mandatory
Mandatory/Optional	- RIE/CIJE
Data Provided By	- Computer Generated
Character Set	- Alphabetic, Numeric
Subfields Permitted	- No
Field Length	- 8 Fixed Length
Field ID No. (Tape)	- 16

TYPICAL ENTRY (RIE) ACC_ED123456

TYPICAL ENTRY (CIJE) ACC_EJ123456

The ERIC Accession Number (ED or EJ) is computer-assigned during final processing at the ERIC Facility (or at the CIJE Publisher) and only after all duplicates, rejects, and other removals have been made. This ensures a desirable unbroken, "gapless" sequence of accession numbers in the final product.

For this reason, this field should be left blank on all resumes transmitted by Clearinghouses to the ERIC Facility.[11]

The ERIC Accession Number serves several purposes:

- an address tag for computer storage and retrieval;
- a physical location address for shelf storage of documents and microfiche;
- an index-to-resume connector for use in the indexes of announcement media;
- an order number for acquiring microfiche or paper copies of documents from EDRS (ED-only) or reprints from UMI (EJ-only).

The Accession Number prefix for RIE is an "ED," standing for "ERIC Document." The Accession Number prefix for CIJE is an "EJ," standing for "ERIC Journal."

A complete list of all ERIC Accession Numbers assigned to date, organized by publication by month, appears as Appendix D in the *ERIC Tape Documentation*.

[11]The keyword is used manually by the Facility during backfile corrections whenever a record must be purged after the publication of an issue (e.g., a duplicate). The field may be used also by Clearinghouses whenever they provide the full-text of an ERIC Digest with an existing ED number.

SUMMARY OF SIGNIFICANT RULES

1. The ERIC Accession Number is assigned to the document or journal article by the computer at the ERIC Facility (or CIJE publisher) as one of the last steps in computer processing and after all duplicates, rejects, and other removals have been made. This ensures a desirable "gapless" sequence of numbers. This number is not assigned by the Clearinghouses.

2. The ERIC Accession Number is entered in the computer file in packed form (e.g., "ED123456"). However, the customary way of printing the number for good readability is: "ED 123 456" (as used in RIE citations) or "ED-123456" (as often used in bibliographies).

3. RIE Accession Numbers are prefixed with an "ED." CIJE Accession Numbers are prefixed with an "EJ."

4. ED Accession Numbers are assigned sequentially and without gaps. If, after publication, a given accession is found to be a duplicate of a prior accession, or if a valid request is made to withdraw the accession from circulation, the record is not completely expunged from the file, but is instead "skeletonized" to a record containing only title and explanatory note (see EPM, Section X).

B.3 AUDIENCE

Profile	
Data Element/Field	- Target Audience
Data Entry Tag/Keyword	- AUD_
Files	- RIE/CIJE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic
Subfields Permitted	- Yes
Field Length	- 80 (Max.); 21 (Avg.)
Field ID No. (Tape)	- 51

TYPICAL ENTRY AUD_Administrators

a. General

The Target Audience data element is intended to identify the segment of the *educational community* (or related public) for which the document has been written and at which it is directed. In creating a document, authors or preparing institutions frequently (but not always) have in mind an intended audience that they hope will use the document. It is the purpose of this data element to identify this audience and to record it in such a way that searchers may, if they desire, limit their search output to material directed at specific audiences.

The key to assigning this data element is the word "educational." The field is used for documents directed to certain types of individuals in the *educational community*. While the database's content relates to any and all aspects of education and its peripheral areas, not all documents in ERIC have a specific education audience. Some were produced instead for a larger audience or for other specific audiences, but may be of interest to the educational community. Some examples of such documents are:

- Material issued by a government agency for the general public—e.g., how to establish credit, how to file a tax form, how to prevent AIDS, etc.;
- Reports from a government agency to the legislature—e.g., funding for housing, census statistics, employment statistics, etc. (containing education-related data). Documents such as these may be of use to educators, but unless it is specifically stated in the document that the audience is individuals such as teachers, students, etc., the Audience field should not be cataloged.

Various "educational audiences" have been identified. These audiences represent those segments of the educational community (and related public) that can be distinguished from one another in a practical way. Other segments exist, but have not been selected for a variety of reasons:

- they are too small and specialized;
- they overlap too much with one another and would therefore create decision problems;
- they are not sufficiently well-defined or do not have an agreed-upon identity;
- documents are not written specifically for such groups in any quantities, etc.

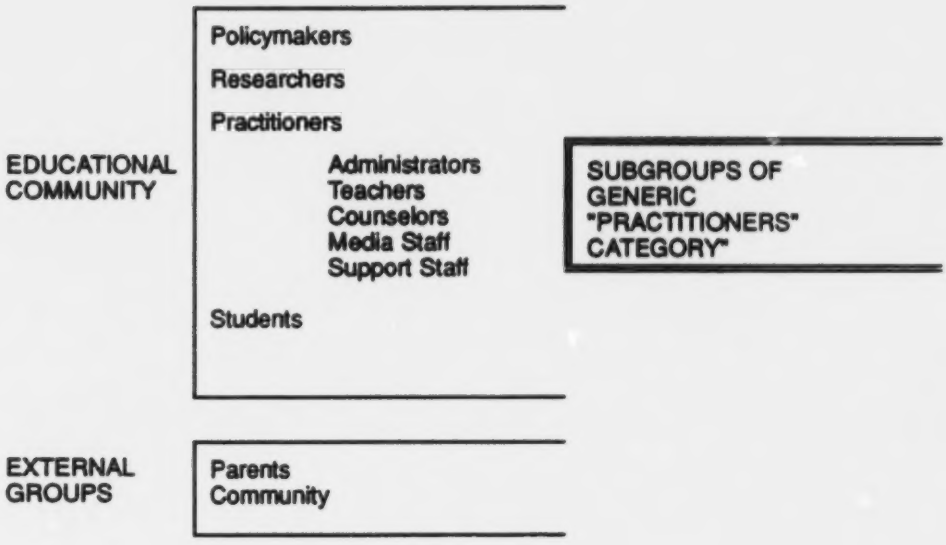

FIGURE V-6: Audience Authority List

The eleven audience types in the Authority List in **Figure V-6** are more fully defined in **Figure V-7** by the provision of examples of the types of jobs/staff that would fall in each category.

The key guideline to note in applying this data element is that "Target Audience" implies that someone has selected a target to "aim" at. That "someone" is the document preparer (author or institution). The cataloger should not speculate on who *might* be interested in the document, or who *ought* to read it, or who the cataloger would *like* to see read it, or who *could* get something out of it. Applying this data element in a subjective way would not permit the necessary consistent application by the many ERIC catalogers involved.

It is essential, therefore, that the Target Audience decision be based objectively on what the document says and what can be determined unambiguously by examination of the document and its characteristics, i.e., the decision should be based on hard evidence. This is not a mandatory data element and should not be cataloged unless it can be cataloged easily and without mental reservation.

Figure V-7A displays the various audience types and provides guidance to the cataloger by defining each audience in terms of the types of staff/jobs that would make up each category. Further, **Figure V-7B** provides examples of the types of documents that would tend to be directed at each audience. Please notice the use of the word "tend." The decision as to Target Audience is essentially independent of all other data elements, including Publication Type. For example, a bibliography cannot be said to be targeted for any particular audience simply by virtue of being a bibliography. To be assigned a Target Audience, a bibliography must state for whom or for what objective it was prepared.

The major Target Audience, "Practitioners," as the largest single audience encountered, has been subdivided into five specific types of practitioner, for greater utility to the user/searcher. The cataloger may use the generic term "Practitioners" to indicate the audience or may use any of the sub-categories. If three or more practitioner sub-categories are used for a given document, the cataloger should simply assign the generic term "Practitioners" by itself.

In order to facilitate the limitation of search output by the large "Practitioners" category, whenever a cataloger employs one of the practitioner sub-categories, the ERIC computer system automatically adds the generic term "Practitioners" to the field. In other words, it is not necessary for the cataloger to write the term "Practitioners" if one of the practitioner sub-categories is being used.

(1) **Use of the Generic Term "Practitioner"**

If a clearly practitioner-oriented document fails to say explicitly (or via evidence) which particular practitioners are being addressed, then it is generally better to simply use the generic term "Practitioner" than it is to "force" a finer classification, e.g., via process of elimination.

(2) **Education-Based Practitioner**

Practitioners, in ERIC, are not defined solely as those that are formally school-based, since educational practitioners may perform their functions in non-school-based situations, e.g., Indian reservations. A practitioner may well be correctly targeted by a document describing a function (e.g., teaching, counseling, media work, etc.) taking place outside a formal "school" setting. The entire practitioner group is education-based, but not necessarily school-based.

b. **Primary Targets and Secondary Targets**

Primary target groups should, of course, be cataloged. Secondary targets should be reviewed critically and used sparingly. A research report that is basically intended for researchers, but that concludes its technical discussion by detailing the extensive implications of the research findings for working counselors, is probably legitimately cataloged as for "Researchers; Counselors". However, a teacher manual that contains ideas for a teacher to use in the classroom should probably be restricted to "Teachers", even though some of the material consists of actual problems to be solved by students. The reasoning here is that the document itself is intended for teacher use and would reside on the teacher's desk no matter what the teacher might choose to extract from it for student use.

FIGURE V-7A: Audience Type Defined by Types of Staff/Jobs

	EDUCATIONAL COMMUNITY								EXTERNAL GROUPS	
MAJOR GROUPS	POLICY-MAKERS*	RESEARCHERS	PRACTITIONERS*					STUDENTS	PARENTS	COMMUNITY
SUB-GROUPS			ADMINS-TRATORS*	TEACHERS	COUNSELORS*	MEDIA STAFF	SUPPORT STAFF*			
TYPES OF STAFF IN EACH AUDIENCE	Boards of Education Education Commissions/ Committees Legislators Regulators School Boards Trustees	Analysts Evaluators Experimenters Research Managers Researchers Statisticians Surveyors Test Construction Specialists	Administrators Business Office Staff College/ University Presidents Commissioners Consultants/ Advisors Coordinators County Staff Curriculum Specialists Deans District Staff Financial Staff LEA Staff Legal Staff Planners Principals SEA Staff Superintendents Supervisors	Camp Staff Coaches Day Care Staff Inservice Teachers Instructional Personnel Part-time Teachers Preservice Teachers Professors Remedial Teachers Special Ed. Staff Student Teachers Substitute Teachers Teacher Aides Teacher Associations/ Unions Teacher Educators Teachers Teaching Interns Tutors Vocational Education Staff	Career Assistance Staff College Placement Staff Counselors Guidance Staff Psychologists (Functioning as Advisors, e.g., on Social Adjustment, etc.) Student Advisors	Audiovisual Staff Diffusion/ Dissemination Specialists Information System/Center Staff Librarians Media Center Staff	Athletics (non-teachers) Buildings & Grounds Food Services, e.g., Cooks, Dietitians, Nutritionists Health Services, e.g., Physicians, Nurses, Therapists Psychologists (Functioning as Mental Health Monitors), Psychiatrists, etc. Secretaries Transportation Staff Volunteers	Learners Pupils Scholars Students	Foster Parents Parents PTA Groups Single Parents	Church Leaders Clergy Community Groups Employers Industrial/ Commercial Organizations Local Business-People Neighborhood Groups

* The word "Education" or "Educational" should be understood to be in front of each of these terms, e.g., "Educational Administrators."

	EDUCATIONAL COMMUNITY								EXTERNAL GROUPS	
MAJOR GROUPS	**POLICY-MAKERS***	**RESEARCHERS**	**PRACTITIONERS***					**STUDENTS**	**PARENTS**	**COMMUNITY**
SUB-GROUPS			**ADMINS-TRATORS***	**TEACHERS**	**COUNSELORS***	**MEDIA STAFF**	**SUPPORT STAFF***			
TYPES OF DOCUMENTS *COMMONLY* (BUT NOT ALWAYS) DIRECTED AT EACH AUDIENCE	Assessments of Educational Progress Feasibility Studies National Commission Reports	Conference Presentations (Researchers Talking to Researchers) Research Reports Research Summaries Statistical Compilations	Administrator Guides Conference Presentations (Administrators Talking to Administrators) Contracts Fact Sheets Forms Guides for Evaluating School Programs Personnel Staff Handbooks Laws Policies Regulations	Annotated Bibliographies Conference Presentations (Teachers to Teachers) Curriculum Materials Guides for Selecting Instructional Materials Instructional Materials Learning Activity Packages Lesson Plans Promising Practices Resource Materials Tests Units of Study	Career Guidance Materials College Related Information Directories Forms Reference Works Tests	A-V Materials Bulletin Board Materials Dictionaries Directories Fact Sheets Graphs Illustrations Library Manuals Micrographic Materials Mixed Media Pictorials Posters Reference Works Resource Materials	Building Plans Facilities Materials Health-Related Materials Maintenance Schedules Nutrition/ Meal-Related Materials	Background Readings Games Puzzles Resource Materials Study Suggestions Textbooks Worksheets	Assessment of Educational Progress Fund Raising Materials Guides for the Public Public Relations Materials	

* The word "Education" or "Educational" should be understood to be in front of each of these terms, e.g., "Educational Administrators."

FIGURE V-7B: Audience Type Defined by Examples of Types of Documents

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c. What Kind of Document Is Targeted for Researchers?

The following factors can be considered "evidence" that a document is research-oriented: (1) amount of material devoted to directions for further research; (2) amount of experimental and statistical data presented (that could only be checked by other researchers); (3) degree of technicality of material presented (that could only be comprehended by other researchers); (4) forum in which presented, e.g., annual conference of professional society (researchers talking to researchers).

d. Overlap Between Audiences

It is easy to imagine some overlap between the audiences, e.g., the administrator who is allowed to set policy, the teacher who becomes temporarily a student, etc. For the purposes of this scheme, however, it is necessary to assume that the groups are relatively "pure," i.e., Policymakers set policy, Administrators administer school systems, etc. The classifier should not blur the essential distinctions between these groups, even though real life situations may well do so.

e. Historical Background

This data element, in its fully defined form, was added to the ERIC database beginning with the January 1984 issue of *Resources in Education* (RIE). During the last quarter of 1982 (November-December issues of RIE), as part of a pilot project investigating a specialized document-based "Practice File," the terms "Practitioners" or "Students" were added to this field for all regular input documents whose Target Audience was explicitly stated as Practitioners or Students. These data were distributed to all the major online vendors as part of their regular monthly update tapes. In addition, this same "Practice File" pilot project retrospectively reviewed RIE data (for the period January 1979 through October 1983) and added these same two target audience terms to all appropriate accessions identified in this nearly five-year period.

Searchers should note that in any given record during the five-year period 1979-1983, the Target Audience field contains the terms "Practitioners" or "Students," but will not contain any other audience terms. Beginning with 1984, the Target Audience field may contain any of the various terms described in this section. Use of this data element in a computer search will automatically exclude all material entering the ERIC database prior to 1979 and will severely limit the output during the period 1979-1983.

SUMMARY OF SIGNIFICANT RULES

1. The Target Audience, if one exists, is decided upon by the author or institution creating the document and is either explicitly stated or clearly implied by evidence in the document itself. In other words, the Target Audience should be an obvious and unambiguous characteristic of the document, similar to its publication date or pagination. It is not intended to be a matter of speculation or guesswork by the cataloger or indexer. If the Target Audience is not stated explicitly or is not obvious, then it should not be cataloged.

2. If a document has a target audience, it will usually have only one. However, a document may have more than one Target Audience, e.g., Teachers and Students, Administrators and Parents, etc. There is no restriction on the number of Target Audiences that may be cataloged as long as the authority list is adhered to; however, if the number of practitioner groups involved is three or more (out of the five available) then the cataloger should simply use the generic term "Practitioners."

3. The "Practitioners" category of Target Audience has five sub-categories. The cataloger may use the broad, overall tag "Practitioners" by itself or may use any combination of the sub-categories. When using the sub-categories, it is not necessary to add the more generic tag "Practitioners." The ERIC computer system will automatically add the tag "Practitioners" to any Target Audience field using one or more of the Practitioner sub-categories.

4. Target Audience is not to be decided upon solely on the basis of the Publication Type involved. For example, a bibliography cannot be said to be targeted for any particular audience simply by virtue of being a bibliography. To be assigned a Target Audience a bibliography must state for whom or for what objective it was prepared. While certain types of documents will certainly tend toward being prepared for particular audiences, the Publication Type data element should be regarded as essentially independent of the Target Audience data element. (The one exception is the 051/052 group of Publication Type codes which are by definition "Classroom Use" materials for students or teachers, respectively.)

EXAMPLES

ONE TYPE OF PRACTITIONER[12]	Counselors
TWO TYPES OF PRACTITIONERS	Administrators; Support Staff
PRACTITIONERS IN GENERAL(OR MORE THAN TWO TYPES OF PRACTITIONER)	Practitioners
SEVERAL MAJOR CATEGORIES OF TARGET AUDIENCE	Counselors; Students; Parents
NO TARGET AUDIENCE	[left blank]

[12] The computer system will automatically add the generic term "Practitioners" to the field whenever a sub-category of Practitioner has been cataloged.

B.4 AUTHOR

Profile	
Data Element/Field	- Personal Author
Data Entry Tag/Keyword	- AUTH_
Files	- RIE/CIJE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- Yes (Maximum of 2)
Field Length	- 100 (Max.); 23 (Avg.)
Field ID No. (Tape)	- 27

TYPICAL ENTRY AUTH_Burns, Joan F.; Hurtz, Tim L.

a. General

The entry(ies) in this field should be the name(s) of the person(s) responsible for writing the document, performing the research, or editing/compiling the content of the document. All entries in the Personal Author field appear in the Author Indexes of RIE and CIJE.

b. Determination of Authorship

If the personal author(s) is (are) not clearly identified by a word such as "Author(s)" or "By," the entry should be determined by selecting a name(s) from the cover, title page, or elsewhere in the report, in the following order of precedence:

- Unaccompanied by any qualifying words, but by location, may be assumed to be the author(s) of the document;
- Identified as the person(s) preparing the document;
- Identified as the principal investigator(s);
- Identified as compiler(s) or editor(s);
- Identified as person(s) submitting the document.

Unless there are other indications that the individual is, in fact, a personal author, omit the author entry if the person identified is: the project manager; the director or chair of the group doing the work; the school district superintendent; the school principal; the state school superintendent; or the government department head. For example, a superintendent whose name/title automatically appears on the cover or title page of every publication of a school system should not be interpreted as being the author of every otherwise anonymous such publication. Leave the field blank if no author is identified. Note, however, that documents will usually have either a personal author or a corporate author, or both. Documents without either are extremely rare. (For information on cataloging Corporate Author, see the discussion under "Institution" in Section V.)

Particular care should be taken before selecting names of personal authors from a list of committee/council/conference members or participants. Frequently the chairperson of a committee is the last person listed or the committee is listed in alphabetical order. In the absence of a designated chairperson who serves as editor, compiler, or senior author, the Clearinghouse cataloger should try to determine the correct person(s) to be listed (by personal contact, if necessary), or leave the field blank.

"Senior author" (i.e., usually the first author listed) is a delicate matter in academic circles. Requests to alter or rearrange the authorship sequence on a document do occur. It is advisable that the Clearinghouse make such alterations only after receiving a written request from the author(s) affected.

c. **Format of Names**

Cataloging of Personal Author names is based on the document in hand. The name (unless it is an obvious typographical error) should be entered as it appears on the document. Spacing, hyphenation, capitalization, etc., generally should follow what is found on the document. Spacing and capitalization of complex names with prefixes such as "de Wolf," "DuBarry," "DiAnne," should correspond with what is on the document. Hyphenated names such as "Thomas-Smith, Robert," "O'Dell-McDougall, Kathleen," generally should be entered as one surname, e.g., "Thomas-Smith, Robert."

No attempt should be made to make the author's name consistent across a series of documents, if the series does not reflect such consistency. Errors in spelling discovered after a record has been entered in RIE or CIJE will be corrected whenever reported. However, ERIC does not honor requests for name alterations resulting from marital, religious, or other reasons, to achieve consolidation of index entries under one name, etc., after the entry has appeared in RIE or CIJE.

Determining the proper format of unusual names can usually be done by consulting author listings in the footnotes or the bibliography of a document or by using the latest edition of the *Anglo-American Cataloguing Rules*. If still in doubt, contact the author(s). Nicknames should be ignored in cataloging, unless they are the only name available, e.g., William A. "Bill" Griffin, Jr. should be cataloged as:

AUTH_Griffin, William A., Jr.

However, "Stevie" Frohman should be cataloged as:

AUTH_Frohman, Stevie

Authors who occasionally use nicknames are also often found without their nickname. If the nickname were to be picked up in the one case and not in another, the same author would get in the system under two name forms. Also arguing for ignoring nicknames is the fact that the nickname is often simply a more familiar version of one of the earlier-appearing names or initials, e.g., William "Bill." As authors venture into more formal publishing realms, nicknames tend to get dropped. Ignoring nicknames, therefore, provides the best chance of keeping an author's works together under one name form.

d. **Punctuation**

Hyphens and apostrophes may be used in the Author field (e.g., O'Toole, Mary-Louise); parentheses and double quotes may not be used. Brackets "[ ]" may not be used, e.g., to indicate a supplied author's name.

SUMMARY OF SIGNIFICANT RULES

1. Enter Personal Author names in full (to the extent available on the document), with the last name first, followed by a comma, space, the first name (or initial), space, and the middle initial (or initials, or name). If only initials are available from the document, use the two initials. Do not attempt to research a first name. Legitimate qualifiers that are regarded as part of a personal name, such as "Jr.," "II," or "III," should be set off by commas, e.g., Gould, John E., Jr.

2. Omit titles, degrees, and other honorifics. However, in the case of religious order bynames, when that is the only name available, add the vernacular title to the byname, e.g., Mary Jeremy, Sister. Omit parentheses around parts of names, e.g., "Martha (Jackson), Brown." Omit any hyphens between first and middle name initials, e.g., J.-C."

3. Omit names of translators from the Author field; instead enter such data in the Note field.

4. If the "author(s)" are identified as editor(s) or compiler(s), add a comma and the abbreviation(s), "Ed." or "Comp.," as appropriate, after each name. Do not use the plural forms "Eds." or "Comps."

5. Do not use brackets to identify supplied information or to set off editor or compiler notations.

6. No more than two author entries are currently permitted. They should be sequenced as on the document (i.e., not necessarily in alphabetic order). The first and second entries should be separated by a semicolon (;) and a space. If there are more than two (2) authors, the first entry should consist of the principal author, and the second should be "And Others" (note initial capitals).

7. If an individual is identified as "Editor and Compiler" or "Compiler and Editor," use only the first named identification; do not use both.

8. Authors are cataloged by the name appearing on the document, even if there has later been a name change or a reversion to a birth name.

9. Authors with the same last name must nevertheless be cataloged individually. The form "Jamison, Harry and Anne" is incorrect.

10. If a document is part of a series and has both an individual editor and a series editor, catalog only the editor for the individual item. (The series editor should be cataloged only if the entire series itself is cataloged.)

11. Position titles, such as "Project Director," should not accompany personal names in the Personal Author field.

12. Virtually every RIE document should have either a Personal Author or an Institution (or both). Some person or organization must be responsible for the document. However, note that CIJE has no Institution field and therefore corporate authorship of journal articles (which is rare) can only be described in the Note field. Do not enter institution names in the Personal Author field.

13. Never use "Anonymous" in the Personal Author field. If no specific name is given, leave the field blank.

14. If two names are listed on the document for the same individual, i.e. , George Thompson a/k/a Mowambe Buto or Marsha Twilly a/k/a Marsha T. Jackson, use only the first-cited name. Do not use both names.

15. If the proper format of an unusual name cannot be determined from the document itself (including footnotes, bibliography, etc.), or from contact with the author, consult the latest edition of the *Anglo-American Cataloguing Rules*.

16. Nicknames should be ignored in cataloging, unless they are the only name available. For example, William A. "Bill" Griffin, Jr. should be cataloged simply as AUTH_Griffin, William A., Jr. However, "Stevie" Frohman should be cataloged as AUTH_Frohman, Stevie.

17. Brackets "[ ]" or parentheses "( )" may not be used to indicate supplied authorship or nicknames.

18. If an author's name is presented differently in different parts of the document, use the more complete form.

19. If a name is hyphenated, treat the complete hyphenated form as the last name.

EXAMPLES

Single Author	Smith, David Cahn-Casden, Martha Rodriguez, Roberta J. O'Donnell, T. Donald Weiser, Kathleen McCabe Johnson, Bobbie-Sue Masaka, L. T. Thompson, Matthew P., III Brown, Henry K., Jr.
Two Authors	DuBarry, Samantha T.; Adams, P. James
Three or More Authors	Franklin, Gregory B.; And Others
Editor or Editors	Chinn, Carole Ann Robertson, Ed. Zane, Ben M., Ed.; Simon, J. T., Ed.
Compiler or Compilers	MacDonald, Arthur, Comp. Horning, Jenny, Comp.; Lee, Jon, Comp.
Incorrect are:	And others and Others and others And Others. (Note: Do not use the period.)
Incorrect are:	Eds. Comps.

NAME VARIATIONS[13]

Ali, Muhammad	La Fontaine, Jean de
Burne-Jones, Jennifer	Lopes da Silva, Gabriela
Ching, Francis K. W.	MacIntyre, Edward Leon
D'Amico, Roberta G.	McDonald, Kathleen D.
DeAnda, Natividad	Monteith, Mary K (middle initial does not stand for anything)
deJung, John	Musset, Alfred de
de la Rosa, Raul	O'Brien, John P., III
De Weaver, Norma	St. James, Lynn
de Wolf, Virginia	Stands in Timber, John
DiBasio, Anthony J.	Sun, Yat-sen
Goethe, Johann Wolfgang von	Tak, Jan van der
Johnson Smith, Geoffrey	Van Buren, Martin
La Bruyere, Rene	

[13] For unusual personal names, the correct form of which cannot be determined from the document, consult the latest edition of the *Anglo-American Cataloguing Rules* (section on "Headings for Persons") and *Guidelines for Descriptive Cataloging*, Section 6.

B.5 AVAILABILITY (OTHER THAN EDRS)

	Profile
Data Element/Field	- Availability (Other Than EDRS)
Data Entry Tag/Keyword	- AVAIL_
Files	- RIE/CIJE
Mandatory/Optional	- RIE (Mandatory for Level 3, Optional for Level 1 & 2 Documents) - CIJE (Optional—Use for UMI only)
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- No
Field Length	- 500 (Max.); 110 (Avg.)
Field ID No. (Tape)	- 49

TYPICAL ENTRY (RIE)

AVAIL_National Catholic Educational Association, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 (Stock No. 3533, $15.50).

TYPICAL ENTRY (CIJE) (Restricted to only the example cited)

AVAIL_UMI

a. General

This field provides information on the availability of documents from sources *other than* EDRS. (For EDRS availability see **Section V-B.20.**) While the principal purpose of this information is to provide the user with access to documents not available from EDRS (i.e., Level 3 documents), alternate sources should always be cited, when known, even if the document is available from EDRS. This is especially true for publications generated by organizations such as the National Education Association which have given a Reproduction Release for Level 2 processing with the understanding that NEA will be cited as the availability for paper copy. In order to maintain a good relationship with ERIC contributors it is important that Availability information always be cited when known.

The Availability field is intended primarily for the specific document being processed. If Availability information is cited for supplementary material such as accompanying manuals, sets, multimedia formats such as computer diskettes, videocassette tapes, audio cassettes, etc., such information should be clearly indicated.

b. Format of Availability Information

This field should contain all of the following information, when applicable and available:

- Do not use a leading phrase such as "Available from...", "Paper copy available from..." as the computer system automatically inserts the phrase "Available from..." in front of all RIE Availability field entries.

- Full name of the source of the document. Extraneous phrases such as "Subsidiary of..." should be omitted. In the case of large organizations, use subunit names, when necessary, to achieve accurate mail delivery; however, stock names such as "Order Dept." that add nothing should be omitted. For non-English names, retain the source of the document in the language it was written; that is, do not translate the organization name into English. (If the source regularly abbreviates part of its name, e.g., NEA Professional Library, do not spell it out in the field.)

- Complete mailing address, including street number or Post Office box number (as with the organization name, do not translate into English).

  — For U.S. sources, use the standard two-character postal codes for states (see **Figure V-8** for a list of these codes).

  — For U.S. addresses, use the 5-digit Zip code, or, if available, the 9-digit "Zip plus 4" code.

  — For non-U.S. addresses, the postal codes may be a combination of alphanumerics; record those exactly as found, including spaces. Include the country name; do not abbreviate.

  — Standard abbreviations for "Street" (St.), "Avenue" (Ave.), Drive (Dr.), "Boulevard" (Blvd.) and "post office" (P.O.) may be used, but do not use other abbreviations.

  — Directional names such as "N.W." for "Northwest," E. for "East," etc. should include the period. Do not write "NW" for Northwest.

- Catalog, Stock, International Standard Book Number (ISBN), or Order Number, when appropriate. This would include such things as the GPO Stock Number, the University Microfilms Order Number, etc. It does not include the Library of Congress (LC) Card Number, which is not an order number. (Although the ISBN is recorded in the Report Number field, it is sometimes necessary to repeat it in the Availability field in order to differentiate between paperback and hardcopy editions that may both be available.)

- Do not use the cent (¢) sign as it is not in the ERIC Character set. Change prices quoted in cents to dollars, e.g., 75¢ change to $0.75.

- Price of the document (in parentheses). Prices quoted in non-U.S. currencies should not be abbreviated and may use only characters appearing in the ERIC Character set (e.g., "2 pounds, 20 pence" should be entered for "2 £ 20d"). Do not convert non-U.S. currencies to U.S. dollars since conversion rates fluctuate regularly; use U.S. dollars only if the foreign source provides a U.S. price. For countries such as Canada which also have "dollars" as their currency, specify "$10. Canadian."

  Price information changes rapidly and should therefore be entered as succinctly as possible. Since prices do change, some organizations, such as University Microfilms, have specifically requested that their prices not be included.

- Ordering instructions including postage and handling costs, sales tax, etc. Enter this data within the parentheses after the price. Do not add postage and handling fees to the base price, e.g., "($15, plus $3 handling and shipping)" not "($18)".

- Document characteristics such as paperback and/or hardbound should be indicated and, if known, associated with the appropriate ISBN. **Example:**

  AVAIL_...(paperback: ISBN-0-12346-899-3, $9.95; clothbound: ISBN-0-12346-899-7, $25).

- Availability, if any, of multimedia formats should be precisely stated. For example: 2-hour VHS video cassette; 5¼" computer diskettes; 25 35mm slides; 4 compact disk recordings, etc.

c. The Relationship between Document Level and the Availability Field

(1) Level 1 (Available from EDRS in MF and PC)

Documents announced at Level 1 should always show an alternate availability, if known. Do not omit an alternative availability just because the document will be available from EDRS in paper copy. Most users generally prefer to have an original copy if at all possible. If external availability is cited on the Reproduction Release form, it should be cited in the resume.

Government Printing Office (GPO) sales documents (which should be announced at Level 1) should always show the GPO availability, including the Superintendent of Documents Stock Number when it can be determined from the document or accompanying information. When this number appears in the document, the phrase "Stock Number" generally precedes the number. Do not use the string of numbers which typically appears on the last page of all GPO-printed documents; these numbers are related to the print job and are not for ordering purposes. If a GPO subdivision, e.g., Congressional Sales Office, is cited, include that in the Availability information.

NOTE: Do not cite GPO availability unless such availability is clearly indicated in the document or in accompanying external information. A large portion of documents printed by GPO are not sales items and are not available from it.

(2) Level 2 (Available from EDRS in MF Only)

Documents announced at Level 2 should also cite, when known, any non-EDRS availability of originals or paper copy reproductions. Follow the guidelines for Level 1 documents.

(3) **Level 3 (Not Available from EDRS)**

Documents processed at Level 3 MUST cite a source where the user can obtain the document. If the price is known, it should always be provided.

d. Multiple Sources of Availability

Sometimes a document is available from several sources. Multiple sources may be cited as long as the space for the field is not exceeded. If the document has an ISBN cited in the Report Number field, the first source cited should be the organization using that number since ISBNs are publisher-specific. If both U.S. and non-U.S. sources are cited, the U.S. source generally should be cited first.

e. Loan Documents

On occasion, all efforts to obtain a reproduction release or to determine an alternate availability for a copyrighted item or a document with poor reproducibility may fail. Under such circumstances, informing the educational community of such an item can only be justified if a loan source can be specified. The loan-availability option should in general be avoided, but when it can be fully justified, it should appear as in the following example:

AVAIL_ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan).

Loan-availability should not be confused with regular interlibrary loan procedures used by most libraries. Loan documents must have a specific address for the user to contact. [NOTE: This type of availability is extremely rare in ERIC (approximately 20 documents in the entire database, most from the early years of ERIC.)]

f. Supporting Documentation/Audiovisual/Multimedia Materials

Unpublished supporting documentation not included with the report in hand, or separate audiovisual/multimedia (computer programs, diskettes, compact disks, etc.) components associated with the document, should be referred to only if some mode of access can be provided to the user, and the source cited is willing to assume the administrative burden involved, as in the following examples:

AVAIL_Copies of tests used in the evaluation are available from ERIC/CRESS, Box 3AP, Las Cruces, NM 88003.

AVAIL_Copies of the computer programs described in the abstract are available from the University of Illinois, Computer Center, Urbana, IL 61801 ($45).

g. Special Arrangements

Many organizations that provide their documents to the ERIC database are also engaged in selling these documents for income. In many cases, they are willing to give permission to enter their documents at Level 2 (and often Level 1) as long as ERIC cites the organizations as the source of original printed copies. Organizations that should always be cited as the source for printed copies of their own publications are listed in the *ERIC Acquisitions Arrangement List* which is published annually by the ERIC Facility and updated semiannually.

h. Use of Availability Field in CIJE

The use of the Availability field in CIJE is restricted to an indication of whether the article can be obtained via the University Microfilms (UMI) Journal Article Reprint Service. If the journal from which the article has been extracted appears in the UMI list of journals with which they have a reprinting agreement, then the Clearinghouse should enter "UMI" in this field, as shown below. The computer system automatically expands this to the phrase "Reprint: UMI" in the Master File and in the CIJE printed announcement.

AVAIL_UMI

Incoming CIJE records are validated against a computerized UMI Authority List; entries citing UMI availability are verified and entries without UMI availability are checked to confirm if, in fact, they are not available from UMI.

Subscription and availability information for regularly covered journals is given in the "Source Journal Index" (**see Section V-B.14.d.3**). To cite the Availability of "Oneshot" articles announced in CIJE, the Note field must be used (**see Section V-B.14** for information specifically on "Oneshots").

OFFICIAL POSTAL CODES OF THE UNITED STATES			
STATE	ABBREVIATION	STATE	ABBREVIATION
Alabama	AL	Mississippi	MS
Alaska	AK	Missouri	MO
Arizona	AZ	Montana	MT
Arkansas	AR	Nebraska	NE
California	CA	Nevada	NV
Colorado	CO	New Hampshire	NH
Connecticut	CT	New Jersey	NJ
Delaware	DE	New Mexico	NM
District of Columbia	DC	New York	NY
Florida	FL	North Carolina	NC
Georgia	GA	North Dakota	ND
Hawaii	HI	Ohio	OH
Idaho	ID	Oklahoma	OK
Illinois	IL	Oregon	OR
Indiana	IN	Pennsylvania	PA
Iowa	IA	Rhode Island	RI
Kansas	KS	South Carolina	SC
Kentucky	KY	South Dakota	SD
Louisiana	LA	Tennessee	TN
Maine	ME	Texas	TX
Maryland	MD	Utah	UT
Massachusetts	MA	Vermont	VT
Michigan	MI	Virginia	VA
Minnesota	MN	Washington	WA
		West Virginia	WV
		Wisconsin	WI
		Wyoming	WY
		TERRITORIES	
		Guam	GU
		Puerto Rico	PR
		Virgin Islands	VI

FIGURE V-8: Postal Abbreviations for the United States

SUMMARY OF SIGNIFICANT RULES

1. If a document is available from any source other than EDRS, that information should be placed in the Availability field. The information provided should contain all that is necessary to permit the user to obtain the document, i.e., full name of source, complete mailing address (including postal state code and Zip code), order number (if any), and price (if available).

2. Level 3 documents (those not available from EDRS) MUST have an entry in the Availability field. This would include documents available only on loan.

3. Punctuation in this field should be done in accordance with the normal rules of English usage. The semicolon does not function as a subfield delimiter in this field.

4. Certain organizations have made arrangements so that ERIC must always cite them as the source of availability for original copies. (**See the ERIC *Acquisitions Arrangement List.***)

5. Unpublished supporting documentation not included with the document in hand, or separate audiovisual/multimedia components associated with the document, cannot be processed by the ERIC delivery system. The availability of such components should be described in the Availability field.

6. The Availability field in CIJE is reserved for information concerning the availability of reprints of journal articles. At the present time, only the University Microfilms International (UMI) reprint service is specifically cataloged. If the journal is available from UMI, then "UMI" is cataloged in this field. The CIJE computer system expands this to "Reprint: UMI." Journal publisher/availability information for the less well known and more difficult to obtain journals that are not listed in the *Source Journal Index*, is placed, when applicable, in the Note field.

7. When citing an availability contact point within an organization, it is better to use a subunit name (or a position title) than a personal name. Specific people come and go, but organizations (and positions) have somewhat more permanence.

EXAMPLES

FEDERAL GOVERNMENT AGENCIES

GENERAL	Name of agency, city, state, and Zip code are generally adequate.
GPO	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328 (Stock No. 017-080-02092-1, $6.50). Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402-9328. NOTE: In 1992, some GPO documents began carrying a Mail Stop as part of the address. When cited, include it in the Availability, e.g., Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, DC 20402-9328.
NTIS	National Technical Information Service, Springfield, VA 22161 (AD-A102 387/8, MF $3.50, HC $5.50).

PRIVATE SECTOR

GENERAL	Name of organization, a street address or box number is required, along with the city, state, and Zip code; non-U.S. sources should include the name of the country.
COMMERCIAL	UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706 ($11.95—Maryland residents add sales tax).
PROFESSIONAL ASSOCIATION	Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($12.95 members; $14.95 non-members).

NON-U.S. SOURCE	ROLIG, Roskilde Universitetscenter, hus 21.2, Postbox 260, DK-4000 Roskilde, Denmark. OECD, 2, rue Andre Pascal, 75755 Paris CEDEX 16 France (10 francs).

MISCELLANEOUS

INDIVIDUAL	Walter Jones, P.O. Box 959, Huntsville, AL 35805 ($7.50, while supply lasts).
LOAN	ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan).
MULTIMEDIA COLLATERAL MATERIAL	Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($150, kit includes 2 VHS videotapes, Catalog No. 3314).
MULTIPLE SOURCES	International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 ($1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($1.75).
VOLUME DISCOUNTS	New England Board of Higher Education, 45 Temple Place, Boston, MA 02111 ($12; non-profit organizations, 9 or more $5 each; others, over 9 copies, $10 each).
UMI	
—REPRINTS OF CIJE ARTICLES	UMI [NOTE: CIJE computer system automatically expands this to "Reprint: UMI".]
—DISSERTATIONS/THESES	University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106 (Order No. 91-22343). [NOTE: Do *not* cite UMI prices.]

B.6 CLEARINGHOUSE ACCESSION NUMBER

	Profile
Data Element/Field	- Clearinghouse Accession Number
Data Entry Tag/Keyword	- CH_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric
Subfields Permitted	- No
Field Length	- 8 (fixed length)
Field ID No. (Tape)	- 17

TYPICAL ENTRY (RIE) CH_TM123456

TYPICAL ENTRY (CIJE) CH_TM543210

a. General

The Clearinghouse Accession Number is assigned by the ERIC Clearinghouses during their input processing, using the two-character alphabetic prefixes which identify each Clearinghouse, followed by six numeric characters. (See Figure V-9 for a complete list of Clearinghouse prefix assignments.) This Accession Number is temporary in that it provides identification by Clearinghouse for each record and an in-process control number for use in all technical processes up until the final ED or EJ Accession Number is assigned.

Each file has a separate range of numbers; normally the range of Clearinghouse Numbers used for RIE goes through 499 999 and the range for CIJE begins at 500 000. Assignment of numbers should be continuous and should not skip with a new contract or calendar year.

The Clearinghouse Accession Number is entered in packed form and without spaces, as shown in the above entries. *It must always be the first data element in the resume.* The Number must be present on a record in order for that record to be entered into the ERIC computer system. It is the key element that distinguishes one set of data from another. Data being processed without a Clearinghouse Accession Number or with one in an incorrect format (e.g., error in the prefix, too few digits, etc.) will be treated as part of the immediately preceding record. Data being processed with a Clearinghouse Accession Number that duplicates a previous number will overlay the previous record. For this reason, two resumes must never be assigned the same number. Clearinghouse Accession Numbers must be unique, sequentially assigned numbers.

For both RIE and CIJE, the Clearinghouse Accession Number is used as the basis for assignment of the ED and EJ numbers; that is, the records are sorted numerically by Clearinghouse Number and then the ED or EJ numbers assigned. Hence, related items must be in sequential order adjacent to each other for them to appear in the database, abstract journal, and microfiche next to each other.

ERIC CLEARINGHOUSES—A COMPLETE LIST (WITH PREFIXES)		
PREFIX	**CLEARINGHOUSE**	**STATUS**
AA	ERIC Facility Contractor (For RIE); CIJE Publisher (For CIJE)	Current
AC	Adult Education	Merged into CE in 1973
AL	Linguistics	Merged into FL in 1971
CE	Adult, Career, and Vocational Education *(including input of Adjunct ERIC Clearinghouse for Consumer Education, since June 1991)*	Current
CG	Counseling and Personnel Services	Current
CS	Reading and Communication Skills	Current
EA	Educational Management	Current
EC	Handicapped and Gifted Children	Current
EF	Educational Facilities	Merged into EA in 1970
EM	Educational Media and Technology	Merged into IR in 1974
FL	Languages and Linguistics *(including input of Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, since September 1989)*	Current
HE	Higher Education	Current
IR	Information Resources	Current
JC	Junior Colleges	Current
LI	Library and Information Sciences	Merged into IR in 1974
PS	Elementary and Early Childhood Education	Current
RC	Rural Education and Small Schools	Current
RE	Reading	Merged into CS in 1972
SE	Science, Mathematics, and Environmental Education	Current
SO	Social Science/Social Studies Education *(including input of Adjunct ERIC Clearinghouse for Art Education and Adjunct ERIC Clearinghouse on United States-Japan Studies, since March 1990)*	Current
SP	Teacher Education	Current
TE	Teaching of English	Merged into CS in 1972
TM	Tests, Measurement, and Evaluation	Current
UD	Urban Education	Current
VT	Vocational and Technical Education	Merged into CE in 1973

FIGURE V-9: ERIC Clearinghouses—A Complete List (with Prefixes)

b. RIE Documents

(1) Clearinghouse Accession Numbers May Be Re-Arranged

For the RIE portion of the database, the Clearinghouse Accession Number typically is placed on a document at the time it is selected for inclusion in the database; the item is also entered on the Acquisitions Data Report (ADR) at about the same time. These actions generally take place before cataloging and abstracting. If, after the assignment of a number, a document is determined to be part of a series or to be out of sequence in its series, the Clearinghouse Accession Numbers should simply be changed around to reflect the natural order of the series.

It is important to realize that even if the Clearinghouse Accession Numbers have already appeared in the ADR, they can still be re-arranged within a series. From the user's standpoint it is always better to have related documents, especially documents in a series, announced in their natural sequence. If that means changing a number assignment, then that should be done. Clearinghouse numbers are not immutable just because they have been assigned. They should be regarded as merely a means for entering documents into the database. At no time does the ERIC computer system check the Clearinghouse Accession Number on the incoming resume against the in-process ADR file.

(2) Clearinghouse Accession Numbers Should Not Be Re-Used

If a document is pulled permanently from processing for any reason, the Clearinghouse Accession Number should not be re-used. Re-use of numbers can cause many problems with internal recordkeeping. There is no requirement that Clearinghouse Accession Numbers be "gapless"; such a requirement would be impractical because documents are frequently removed after accessioning when they are found to be duplicates, to have reproducibility problems, etc.

(3) Number on the Document and on the Resume Must Agree

Prior to the completion of final processing, the Clearinghouse Accession Number on the resume should be checked against the number on the document and any discrepancies corrected.

c. CIJE Articles

Because Clearinghouse Accession Numbers for CIJE journal articles are not reported in the same fashion as they are for RIE documents (i.e., typically the numbers used for CIJE are tracked using the shipping sheets for each journal) or because the numbers may not be assigned until just prior to final processing, it is relatively easy for a Clearinghouse to inadvertently use Clearinghouse Accession Numbers more than once. If a Clearinghouse detects duplication after transmission of the records, it should contact the Facility. However, since the data for CIJE only remain at the Facility for a week before being sent to the CIJE Publisher, duplicates detected after the first week should be reported directly to the CIJE Publisher.

As was noted earlier, the use of the same Clearinghouse Accession Number on two different items will cause the second occurrence to overlay the earlier input. In RIE, overlaps usually just affect the two records directly involved. In CIJE, however, where all articles from a particular journal issue are assigned sequential Clearinghouse Accession Numbers, overlays will have an impact on the entire group of accessions. Consequently, CIJE overlays require all the items from two different journal issues to be removed until the numbering problems can be resolved. Therefore, it is especially important that Clearinghouse Accession Numbers assigned to journal articles be carefully reviewed during cataloging.

SUMMARY OF SIGNIFICANT RULES

1. Clearinghouse Accession Numbers are made up of the standard two-character prefix[14] identifying each Clearinghouse, followed by six numeric characters, all in packed form, e.g., "TM123456."

2. Clearinghouse Accession Numbers are unique, sequentially assigned numbers and two documents may not be assigned the same number.

3. The Clearinghouse Accession Number on the document and on the resume must be in agreement.

4. Documents appearing in a sequential series or in multiple volumes should be assigned similarly sequential Clearinghouse Accession Numbers (assuming they are to be in the same issue of RIE), e.g., Vol. 1 = AA001234; Vol. 2 = AA001235; Vol. 3 = AA001236.

5. When referred to within other ERIC records, Clearinghouse Accession Numbers are cited in the format "AA 001 234."

[14] Clearinghouse prefixes are established by the ERIC Program Office and historically have remained stable despite later name changes or assignment to a new contractor. Only major Clearinghouse consolidations have brought about prefix changes.

B.7 CONTRACT/GRANT NUMBER

Profile	
Data Element/Field	- Contract/Grant Number
Data Entry Tag/Keyword	- CONT_
Files	- RIE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- Yes
Field Length	- 85 (Max.); 14 (Avg.)
Field ID No. (Tape)	- 46

TYPICAL ENTRY (RIE Only) CONT_RI8806201; G0087-C1001-90

a. General

The Contract Number and Grant Number are the alphanumeric tags assigned by a sponsoring agency to designate the financial support given the work or research reported in the document. Prior to the January 1991 RIE (ED 322 286), ERIC had two separate fields, one for Contract Numbers and one for Grant Numbers. Formerly, a distinction could be made between Grants and Contracts in that the scope of work of grants was usually broader and more general and did not contain lists of specific tasks and deliverables. A contract, on the other hand, usually specified certain tasks or contract-deliverable items, and the contracting agency monitored the effort to ensure that all contractual obligations were met. Over time, the distinction between the two has become "fuzzy" and additional funding instruments have been introduced (e.g., "cooperative agreements"). All types of funding instruments are now recorded in the Contract/Grant field.

If a funding number does not appear in the document, it may be supplied by the cataloger, if the information is readily available from another reliable source. However, research by the cataloger for this purpose is optional.

All Contract/Grant Numbers that appear on documents accessioned for input to RIE are to be cited in the Contract Number field[15]. Regardless of nomenclature, all alphanumeric identifiers assigned by a supporting/sponsoring agency should be cataloged if they relate to funding (do not confuse these designators with project numbers). Because there is an ever-expanding variety of funding arrangements, catalogers should simply record these funding numbers rather than attempting to determine if they are true contract/grant numbers.

Most Contract Numbers will have alphabetic prefixes serving to identify the sponsoring agency; these should be captured whenever available as they serve both to identify the Contract Number as to its source and to group together in printed indexes the various Contract Numbers of the same agency. Typically Grant Numbers have a "G" prefix followed by a numeric string.

[15]Through June 1976, the Contract Number field was restricted to Office of Education and National Institute of Education contracts.

However, since some U.S. Government agencies have contract numbering systems that do not involve alpha prefixes, it is necessary to permit also the capture of Contract/Grant Numbers that are purely numeric. The general rule is to capture the Contract/Grant Number as it appears on the document.

Do not use the word "Contract." This call-out will be inserted in the RIE announcement by the computer system.

b. Patterns in Government Contract Numbers

At one time there were various stable patterns in the Government funding numbers of major agencies that, when known, helped to simplify the job of cataloging them. However, funding number formats, for the most part, no longer exhibit these patterns or, when they do, the patterns may be short-lived. The situation is further complicated because the contractor/grantee organizations receiving the funding are not consistent in how they record the funding numbers on their publications. For these reasons, catalogers should generally record the numbers as found.

c. Office of Educational Research and Improvement (OERI) Contract Numbers

Contract Numbers emanating from OERI currently exhibit the following format:

CONT_RI88062001

with the standard prefix "RI" and no spaces between the RI and the rest of the number.

SUMMARY OF SIGNIFICANT RULES

1. Catalog any and all funding numbers, including Grant Numbers, appearing on the document.

2. Multiple Contract/Grant Numbers must be separated by a semicolon and a space.

3. Alphabetic prefixes identifying the Sponsoring Agency are desirable and should be used when available.

4. Do not confuse Project Numbers and Report Numbers with Contract/Grant Numbers.

5. Contract/Grant Numbers may occasionally appear on certain kinds of documents (e.g., speeches, conference papers) for which no preparing institution or sponsoring agency is given. This fact should not prevent the cataloger from capturing the valid Contract/Grant Number information that is available. However, under normal circumstances a Contract/Grant Number implies both a preparing institution and a sponsor, and the cataloger should make an effort to identify both.

6. The parts of a Contract/Grant Number should be separated from each other by hyphens (unless the number specifically uses another special character, such as a slash). Blank spaces in a Contract/Grant Number should be replaced by hyphens. No blank spaces are permitted.

7. Generalized statements of financial support or sponsorship should not be entered in the Contract/Grant Number field, but rather described in the Note field, if felt by the cataloger to be significant, e.g., "NOTE_Sponsored by the civil rights offices of California and Nevada."

8. OERI Contract Numbers currently exhibit the format "RI9100000," with an "RI" prefix and no spaces between the prefix and the rest of the number.

EXAMPLES

SINGLE CONTRACT NUMBER	N00014-79-C-0323
SINGLE GRANT NUMBER	G008700-345
MULTIPLE FUNDING NUMBERS	MDR-8470342; RI88620012; G0098C0226
CONTRACT NUMBER WITH ALPHA PREFIX	DOT-HS-6-01336 NCES-RS-8800-3001 HRA-231-90-0032 ADM-G-87-34700
CONTRACT NUMBER WITHOUT ALPHA PREFIX SUBDIVISIONS OF CONTRACTS	400-80-0060 400-84-0000-P-5 400-84-0000-P-6
OERI	RI88062001

B.8 DESCRIPTORS

	Profile
Data Element/Field	- Descriptors
Data Entry Tag/Keyword	- DESC_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory (at least One Major)
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special (Parentheses only)
Subfields Permitted	- Yes
Field Length	- Individual Subfield: 50; Field: 700 (Max.); 266 (Avg.)
Field ID No. (Tape)	- 35

TYPICAL ENTRY

DESC_*Career Planning; *Demand Occupations; *Employment Opportunities; Vocational Education; Postsecondary Education; *Employed Women; Career Counseling

a. General

This field is reserved for the entry of valid Descriptors, which are defined as indexable (Main) terms appearing in the *Thesaurus of ERIC Descriptors*. This is a mandatory field for RIE and CIJE. Other terms that appear in the *Thesaurus*, such as Used For references (from Synonyms to Main Terms) and Invalid Descriptors (former Descriptors that have been discontinued and that have their "life span" indicated by beginning and ending dates in parentheses), may not be used in this field. Instructions for Indexing appear in Section VII of this Manual. Instructions for introducing new Descriptors appear in Section VIII, Part 1, of this Manual.

b. Indexing Depth

As a general guide, the average number of terms assigned documents in RIE is twelve (12), and this is a reasonable average. Some documents will require more terms for adequate indexing, and many will require fewer. Since RIE documents are, on the average, considerably longer than articles in CIJE, the number of terms assigned to documents is usually greater than the number assigned to articles. The average number of terms assigned an article in CIJE is ten (10). Use of the most specific applicable Descriptors will generally permit staying within reasonable limits.

c. Major Descriptors

Major Descriptors are those that indicate the primary subjects of the document/article. Major Descriptors are tagged with a preceding asterisk (*) on the resume (and in the computer record). All index terms not preceded by an asterisk are automatically considered "Minor" for that document. Any index term may be Major or Minor, depending on the document/article.

The purpose of tagging Major Descriptors is to:

- Identify those Descriptors that are to become entries in the RIE/CIJE printed Subject Index.
- Identify the principal subject(s) in the document/article for users scanning resumes (in RIE/CIJE, on microfiche, or via computer searching) thereby providing information helpful in the evaluation and determination of relevant references.
- Permit discrimination in computer searching between major and minor subject indexing.

AT LEAST ONE MAJOR DESCRIPTOR MUST BE ASSIGNED. The guidelines allow either:

- a maximum of 6 Major Descriptors and 1 Major Identifier;

  or

- a maximum of 5 Major Descriptors and 2 Major Identifiers.

AT NO TIME IS THE NUMBER OF MAJOR DESCRIPTORS TO EXCEED SIX (6), EVEN IF NO MAJOR IDENTIFIERS ARE USED. The total number of all MAJOR indexing terms (Descriptors and Identifiers together) may not exceed seven (7).

Since at least one Major Descriptor must be assigned to each record, this ensures at least one subject route to the record via the printed indexes. The rule restricting the total number of major indexing terms is necessary in order to keep the printed indexes from becoming excessively large.

d. Educational Leveling Terms

All documents and articles must be tagged with Descriptors indicating educational level, if they deal with a specific level. (**See Section VII** of this Manual.)

e. Publication Type Terms

Descriptors that duplicate exactly the names of Publication Type categories, may not be used as index terms (either Major or Minor) unless the concept is genuinely the subject of the document (and not just its form). (**See Figure V-13.**) The 22 Descriptors so limited are discussed in greater detail in Section VII of this Manual.

f. Format

- Each Descriptor, except the last, is followed by a semicolon (the standard subfield delimiter) and a space.
- The only punctuation permitted in the Descriptor field (other than the subfield delimiter) are parentheses, which are used to set off parenthetical qualifying phrases.
- There is no requirement for any particular order or sequence of Descriptors, and Major Descriptors do not have to precede Minor Descriptors, or vice versa.

- Descriptors are to be spelled exactly as they appear in the *Thesaurus (Working Copy)*. Spacing of multi-word Descriptors must conform precisely to that in the *Thesaurus*., e.g., **"Check Lists"** not **"Checklists"**; **"Programing (Broadcast)"** not **"Programming (Broadcast)"**; **"Postsecondary Education"** not **"Post Secondary Education."**

- Descriptors are normally entered with the first letter of each word capitalized. Articles, prepositions, and conjunctions are not capitalized when used in Descriptors, unless they appear as the first word, e.g., **"Adjustment (to Environment)," "Food and Drug Inspectors," "Off the Job Training"** (see **Figure VII-11** entitled "Capitalization of Articles/Conjunctions/Prepositions in Descriptors and Identifiers" in Section VII, "Indexing" of this Manual).

- The formally published edition of the *Thesaurus* is prepared in upper and lower case. The internal computer-printed "Working Copy" edition is, however, printed in all upper case and terms must, therefore, be converted to upper/lower case format by the indexer at the time of indexing. One should index from the "Working Copy" since the formally published edition rapidly becomes out-of-date.

SUMMARY OF SIGNIFICANT RULES

The rules for the selection of Descriptors in the indexing process are covered in detail in Section VII of the EPM, dealing with "Indexing." The rules for the introduction of new Descriptors are covered in detail in Section VIII, Part 1 of the EPM, dealing with "Vocabulary Development and Maintenance." Therefore, the rules covered here have been restricted to those pertaining to the data entry of Descriptors.

1. The Descriptor field is a mandatory field for both RIE and CIJE.

2. Descriptors used in the indexing process must be in the *Thesaurus of ERIC Descriptors* and must be spelled and spaced exactly as they appear in the *Thesaurus*.

3. Descriptors expressing the "major" subject matters of a document/article must be preceded by an asterisk (*) in order to distinguish them from the less substantial or "minor" topics, and to designate entries for the printed subject indexes.

4. At least one (1) major Descriptor must be assigned to each ERIC record; not more than five (5) major Descriptors are permitted for each record (six if only one or no major Identifier is used). The total number of assigned Descriptors is restricted by the field size of 700 characters, including punctuation and space.

5. Multiple Descriptors are separated by semicolons, followed by a space.

6. If a document is concerned with a particular educational (grade/academic) level, the indexer must provide a Descriptor indexing the document to that level. (See **Figure VII-2** in Section VII, entitled "Mandatory 'Educational Level' Descriptors.")

7. With the exception of certain popularized acronyms (e.g., DNA, FLES, etc.), Descriptors are written with initial capital letters. Except when used as the initial word, articles, prepositions, and conjunctions are not capitalized in a Descriptor.

8. Descriptors are written without punctuation or special characters, with the sole exception of parentheses (used to enclose a qualifier).

9. Descriptors that duplicate exactly the names of Publication Type categories may not be used as index terms (either Major or Minor) unless the concept is genuinely the subject of the document (and not just its form). (The 22 Descriptors so limited are listed in **Figure V-13.**)

10. There is no requirement for Descriptors to be entered in any particular order or sequence, i.e., Descriptors do not have to be entered in alphabetic sequence and Major Descriptors do not have to precede Minor Descriptors, or vice versa.

EXAMPLES

For examples of Descriptor entries, see examples in "Indexing" (Section VII of the EPM).

B.9 GEOGRAPHIC SOURCE

Profile	
Data Element/Field	- Geographic Source
Data Entry Tag/Keyword	- GEO_
Files	- RIE
Mandatory/Optional	- Mandatory
Data Provided By	- Clearinghouse
Character Set	- Alphabetic
Subfields Permitted	- Yes (for the 4 primary English-speaking countries)
Field Length	- 39 (Max.); 15 (Avg.)
Field ID No. (Tape)	- 77

TYPICAL ENTRY (RIE Only) GEO_U.S.; Indiana

a. General

The Geographic Source field is intended to indicate the country of origin (usually the place of publication) of a document. The data element answers the basic question "Where did the document come from?" Usually the country of origin is identical to the place of publication.

For the four primary English-speaking countries, which provide the bulk of the input to ERIC, the cataloging is extended to the state or provincial level:

- **United States**—the states, District of Columbia, and possessions (America Samoa, Guam, Northern Mariana Islands, Puerto Rico, Virgin Islands).
- **Canada**—the provinces and territories: (Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Northwest Territories, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan, Yukon Territory).
- **United Kingdom**—the four major units comprising that country: England, Scotland, Northern Ireland, and Wales.
- **Australia**—the major divisions of that country: New South Wales, Northern Territory, Queensland, South Australia, Tasmania, Victoria, Western Australia, and Australian Capital Territory.

If it is necessary to determine the state, province, or territory of a given city, an authoritative gazetteer should be used. Except for the four countries above, all other entries in this field are at the country level and are not further subdivided.

b. Geographic Authority List

A Geographic Authority List, used for computer validation of the entries in this field, has been developed and appears as **Figure V-10**. This list is comprehensive in that all countries recognized as such as of May 1992 are included; the list is updated by the Facility whenever a new country is created, dissolves, or changes its name. It should be noted that with the sole exception of the United States, all country names are spelled out and not abbreviated. Since the vast majority of documents are domestic, in the interest of brevity, "U.S." is to be used in lieu of "United States." Records not carrying a "U.S." in this field will be, by definition, "foreign" documents.

c. Geographic Source and Document's Subject

This field should not be confused with the subject of the document. If a country or geographic area is the subject of the document, it should be entered in the Identifier field.

d. Determination of What Name To Use

(1) Only City/Town Known

As with all cataloging, this data element is to be determined from evidence in the document itself. Research beyond the document is usually not necessary; in many instances the Reproduction Release Form will reflect the appropriate country and/or its subdivision. However if a city in the United States, United Kingdom, Australia, or Canada is listed and the document or the release form does not provide the state, province or other subdivision for one of these countries, then a gazetteer should be consulted. Since there are many cities and towns with the same name, especially in the United States (e.g., there's a "Springfield" in most states), information found in an atlas or gazetteer may need to be corroborated by data in the document.

(2) Joint Authors and/or Institutions Located in Different States or Subdivisions of One of the Four English-Speaking Countries

The first-named author or institution is usually considered the principal author/institution and takes precedence over the second and subsequent authors/institutions in determining the Geographic Source. If the principal authorship or institution cannot be determined for some reason, then the country name alone can be used. In actual practice this is rarely necessary.

(3) Joint Authors and/or Institutions Located in Different Countries

The first-name precedence cited above should be used if the Corporate Source is in different countries. However, a choice of one country must be made. Do not enter two country names (e.g., GEO_U.S.; France).

(4) Author Location vs. Conference Location

Individual papers from a conference normally will be cataloged based on the geographic location of the author and not where the conference was held. The location of the conference is strictly incidental. Groups move their conferences around for a variety of reasons. More fundamental is the location where the author resided when the paper was prepared. If the GEO choice is between these two, choose the author's location. If all that is known is the conference location, then use that.

(5) Change in Author's Location

The location of an author may change between the time a document is prepared and the time a document is submitted to ERIC. The location of the author cited on the document at the time a document was *prepared* should be cataloged. Do not use the author's new location unless the original location cannot be determined.

(6) Corporate Author (Preparing Institution) Location vs. Author's Location

Documents produced by organizations with established locations frequently are prepared by authors located elsewhere. The location of the Corporate Author (Institution) takes precedence over the individual author. For example, documents produced by the National Education Association (NEA) located in Washington, D.C. will be cataloged as "U.S.; District of Columbia."

(7) Document Distribution Location

Organizations such as NEA and UNESCO sometimes have a distribution point which is not in the same place as the organization itself. The location of the distributor should not be considered the Geographic Source.

(8) Government Agency Location

Federal government agencies typically have their headquarters in Washington, D.C.; however, many of the divisions as well as regional offices producing documents are located elsewhere. The Geographic Source should be that of the location of the division or regional office producing the publication and not the location of the headquarters in Washington, D.C.

(9) Analytics

Documents such as conference proceedings, collections of commissioned papers, etc., which are analyzed as separate accessions, in addition to being entered in their entirety, should be treated exactly as they would be as separate papers. The entire proceedings or collection should be cataloged with the location of the publisher or corporate source; the analytics should be cataloged in accordance with the respective authors' affiliations. If the location of the individual authors is not provided, then the location of the publisher or corporate source may be used; authors' affiliations are usually listed in the prefatory matter or appendix of the parent document or in the individual document itself.

e. Typical Errors in This Field

RIE processing staff should be on the alert for several errors that occur regularly in this field:

- assignment of a city instead of a state or province;
- assignment of Africa, a continent, instead of a country in Africa;
- assignment of multiple countries;
- assignment of China (i.e., mainland, Peoples Republic) for Taiwan (nationalist China);
- assignment of Ireland for Northern Ireland.

f. Historical Background of Data Element

This data element was added to the ERIC file beginning with the January 1979 issue of RIE (ED 157 988). It is not used in CIJE.

SUMMARY OF SIGNIFICANT RULES

1. The Geographic Source field is used to indicate the country of origin of the document. It should not be confused with the subject matter of the document.

2. Country names are cited in the same format in which they appear in the Geographic Authority List.

3. For purposes of the GEO field, the four principal English-speaking countries (U.S., United Kingdom, Canada, Australia) are subdivided to the state, province, or territory level.

4. Individual papers presented at conferences should be identified with the geographic location of the principal author.

5. Analytics should be treated as individual papers, each potentially from a different location, and should not all be identified with the Geographic Source of the parent document.

6. When there are multiple authors, each from different locations, and no other clues as to where the document came from or was published, use the location of the prime/principal (first listed) author.

7. The Geographic Source field is not used in CIJE.

EXAMPLES

DOMESTIC, WITH STATE	U.S.; Indiana
DOMESTIC, WITH POSSESSION	U.S.; Guam
DOMESTIC, STATE UNDETERMINABLE	U.S.
UNIT OF UNITED KINGDOM	United Kingdom; Scotland
PROVINCE OF CANADA	Canada; Alberta
UNIT OF AUSTRALIA	Australia; Queensland
NON ENGLISH-SPEAKING COUNTRY	France

Afghanistan
Alabama
Alaska
Albania
Alberta
Algeria
American Samoa
Andorra
Angola
Anguilla
Antigua and Barbuda
Argentina
Arizona
Arkansas
Armenia
Aruba
Australia
Australian Capital Territory
Austria
Azerbaijan
Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize
Benin
Bermuda
Bhutan
Bolivia
Bophuthatswana
Bosnia and Herzegovina
Botswana
Brazil
British Columbia
Brunei
Bulgaria
Burkina Faso
Burundi
California
Cambodia
Cameroon
Canada
Cape Verde
Central African Republic
Chad
Chile
China
Ciskei
Colombia
Colorado
Comoros
Congo
Connecticut
Cook Islands
Costa Rica
Croatia
Cuba
Cyprus
Czechoslovakia
Delaware
Denmark
District of Columbia
Djibouti
Dominica
Dominican Republic
East Germany
Ecuador
Egypt
El Salvador
England
Estonia
Equatorial Guinea
Ethiopia
Federated States of Micronesia
Fiji
Finland
Florida
France
French Polynesia
Gabon
Gambia
Georgia
Germany
Ghana
Greece
Grenada
Guadeloupe
Guam
Guatemala
Guinea
Guinea Bissau
Guyana
Haiti
Hawaii
Honduras
Hong Kong
Hungary
Iceland
Idaho
Illinois
India
Indiana
Indonesia
Iowa
Iran
Iraq
Ireland
Israel
Italy
Ivory Coast
Jamaica
Japan
Jordan
Kansas
Kazakhstan
Kentucky
Kenya
Kirgizstan
Kiribati
Kuwait
Laos
Latvia
Lebanon
Lesotho
Liberia
Libya
Liechtenstein
Lithuania
Louisiana
Luxembourg
Macao
Macedonia
Madagascar
Maine
Malawi
Malaysia
Maldives
Mali
Malta
Manitoba
Marshall Islands
Martinique
Maryland
Massachusetts

FIGURE V-10: Geographic Authority List (Page 1 of 2)

Mauritania
Mauritius
Mexico
Michigan
Minnesota
Mississippi
Missouri
Moldova
Monaco
Mongolia
Montana
Montserrat
Morocco
Mozambique
Myanmar
Namibia
Nauru
Nebraska
Nepal
Netherlands
Netherlands Antilles
Nevada
New Brunswick
New Caledonia
New Hampshire
New Hebrides
New Jersey
New Mexico
New South Wales
New York
New Zealand
Newfoundland
Nicaragua
Niger
Nigeria
Niue
North Carolina
North Dakota
North Korea
Northern Ireland
Northern Mariana Islands
Northern Territory
Northwest Territories
Norway
Nova Scotia
Ohio
Oklahoma
Oman
Ontario
Oregon
Pacific Trust Territory
Pakistan
Palau
Panama
Papua New Guinea
Paraguay
Pennsylvania
Peru
Philippines
Poland
Portugal
Prince Edward Island
Puerto Rico
Qatar
Quebec
Queensland
Reunion
Rhode Island
Rumania
Russia
Rwanda
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and the Grenadines
San Marino
Sao Tome e Principe
Saskatchewan
Saudi Arabia
Scotland
Senegal
Seychelles
Sierra Leone
Singapore
Slovenia
Solomon Islands
Somalia
South Africa
South Australia
South Carolina
South Dakota
South Korea
Spain
Sri Lanka
Sudan
Surinam
Swaziland
Sweden
Switzerland
Syria
Taiwan
Tajikistan
Tanzania
Tasmania
Tennessee
Texas
Thailand
Togo
Tonga
Transkei
Trinidad and Tobago
Tunisia
Turkey
Turkmenistan
Turks and Caicos Islands
Tuvalu
U.S.
Uganda
Ukraine
United Arab Emirates
United Kingdom
Uruguay
Utah
USSR
Uzbekistan
Vanuatu
Vatican City State
Venda
Venezuela
Vermont
Victoria
Vietnam
Virgin Islands
Virginia
Wales
Wallis and Futuna Islands
Washington
West Germany
West Virginia
Western Australia
Western Sahara
Western Samoa
Wisconsin
Wyoming
Yemen
Yugoslavia
Yukon Territory
Zaire
Zambia
Zimbabwe

FIGURE V-10: Geographic Authority List (Page 2 of 2)

B.10 GOVERNMENTAL STATUS

	Profile
Data Element/Field	- Governmental Status
Data Entry Tag/Keyword	- GOV_
Files	- RIE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic
Subfields Permitted	- No
Field Length	- 13 (Max.); 6 (Avg.)
Field ID No. (Tape)	- 78

TYPICAL ENTRY (RIE Only) GOV_Federal

a. General

Governmental Status is intended primarily to indicate whether the document is a publication of a Federal, State, or Local (i.e., City, County) governmental body in the United States and its territories. Outside the United States, governmental documents are cataloged as either "Foreign" or "International."

b. Governmental Documents within the United States

Legislative, judicial, and executive/regulatory agencies are defined as governmental in this context. Commissions formed under executive authority or legislative mandate are included. Schools, colleges, universities (and districts or systems of such institutions) are excluded, even if tax-supported.

The document must be an official production of the governmental body involved. Contractor reports are not to be considered government documents unless they have been issued under the auspices of the agency involved, e.g., complete with seal, agency imprint, agency logo or other official indicators. Publications from the National Center for Education Statistics (NCES) are frequently issued in this manner.

Non-official papers and speeches of government employees are not normally considered government documents. However, papers, speeches, testimony, etc., of government officials acting in their official capacity are considered government documents. For example, testimony before the House Appropriations Committee on behalf of the Department's budget by the Secretary or Undersecretary of the Department of Education would be considered a government document. Documents published by more than one level of government (e.g., state and local working together) are to be classed at the highest level involved.

(1) Exclusion of Schools, Colleges, Universities

At the time the field was established, a decision was made to exclude schools, school systems, colleges, and universities from the GOV field. The number of individual schools far exceeds the number of regular governmental agencies in any one jurisdiction; because ERIC contains a large number of documents emanating from schools, school systems, and school districts, if they were all coded as governmental, they would swamp the category and prevent the retrieval of the works of agencies normally thought of as governmental. In addition, without research it is sometimes difficult to determine whether a given school is state or local, public or private, tax-supported or not, and schools do not govern or regulate in the same sense as other tax-supported agencies.

(2) Authorities for Determining Governmental Units

There are several reference authorities available for determining if an agency should be considered governmental agency in the United States (including Federal, State, Municipal, County). Among those in use by the ERIC Facility are:

- *United States Government Manual* (issued annually);
- *Federal Yellow Book* (updated quarterly);
- *State Yellow Book* (updated quarterly);
- *Directory of State Education Agencies* (issued annually); and
- *Municipal Executive Directory* (updated semiannually).

c. Governmental Documents Outside the United States

Non-U.S. governmental documents emanating from a foreign country are cataloged as "Foreign" without distinguishing further sub-levels. However, the same exclusion of schools, colleges, and universities applied to U.S. documents also applies to foreign documents. It may be difficult to determine in some cases whether a given "Foreign" document is governmental or not. Unless there is a strong reason to believe it is a government document, do not catalog it as such.

If a document is a product of a multi-governmental body, such as the United Nations (or its constituent organizations), Council of Europe, etc., it should be cataloged as "International." International organizations not comprised of governments should be considered non-governmental and should have no entry in this field. Among the reference authorities used by the ERIC Facility are:

- *Canadian Directory*;
- *Whitaker's Almanack* (United Kingdom); and
- *Statesman's Year-Book* (international).

d. **Permissible Terms**

The only permissible terms in this field are:

Federal,
State,
Local,
Foreign,
International.

All other variations are invalid, e.g., Federal Government, County, etc.

e. **Historical Background**

This data element was added to the ERIC file beginning with the January 1979 issue of RIE (ED 157 988). It is not used in CIJE.

SUMMARY OF SIGNIFICANT RULES

1. Documents issued by governmental bodies must be coded in this field. For non-governmental documents this field will be left blank.

2. The permissible entries in this field are:

for domestic documents:	Federal, State, Local
for non-domestic documents:	Foreign, International

3. Schools, colleges, universities, etc., are, for purposes of this field, not regarded as governmental, even if tax-supported.

4. Contractor reports are not to be considered the official publications of government agencies, unless issued under the official imprint of the government agency for which they were done.

EXAMPLES

DOMESTIC (i.e., UNITED STATES) FEDERAL GOVERNMENT	
(e.g., Office of the President, Departments of Education and Health & Human Services, National Science Foundation, Army, Navy, Library of Congress, Senate, House of Representatives, Presidential Commissions, Peace Corps, etc.)	Federal
DOMESTIC (i.e., UNITED STATES) STATE GOVERNMENT	
(e.g., State Offices/Boards of Education, Governor's Office, Commissions, Legislature) *Does not include universities, colleges, etc.*	State
DOMESTIC (i.e., UNITED STATES) LOCAL GOVERNMENT	
(e.g., Mayor's Office, County Dept. of Health, City Transportation Board, Townships, etc.) *Does not include schools, school districts, colleges, or universities.*	Local
FOREIGN GOVERNMENT (i.e., NON-UNITED STATES, ANY LEVEL)	
(e.g., Canada Dept. of Health, Provincial departments of education, etc.) *Do not use for universities, colleges, or local school systems.*	Foreign
INTERNATIONAL (Multi-governmental bodies)	International
(e.g., United Nations, UNESCO, etc.)	
NON-GOVERNMENT	[NOTE: Omit field]

B.11 IDENTIFIERS

Profile	
Data Element/Field	- Identifiers
Data Entry Tag/Keyword	- IDEN_
Files	- RIE/CIJE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special (Parentheses Only)
Subfields Permitted	- Yes
Field Length	- Individual Subfield: 50; Field: 500 (Max.); 37 (Avg.)
Field ID No. (Tape)	- 36

TYPICAL ENTRY

IDEN_*America 2000; *National Assessment of Educational Progress; Illinois

a. General

The Identifier field provides for additional subject indexing terms that may be required to index a document fully, but which are not appropriate for inclusion in the *ERIC Thesaurus* (or which have not yet been added to it). Such indexing terms include, for example: project names (e.g., Project Head Start), legislation (e.g., Economic Opportunity Act 1964), titles (e.g., Doctor Zhivago), and new subject terms under consideration for Descriptor status once their scope, "staying power" in the Identifier "proving ground," and definition have been established. Rules and guidelines for the selection and creation of Identifiers are detailed in Section VIII (Part 2) of this Manual.

While Identifiers are semi-controlled indexing terms, without the same cross-reference structure as Descriptors, approved Identifiers are displayed in the *Identifier Authority List* (IAL). When entering Identifiers, the IAL (and its supplements) should always be consulted in order to verify the proper format. Desirable indexing terms not found in either the *Thesaurus* or the IAL may be established and used in the Identifier field, following the guidelines in Section VIII (Part 2).

b. Indexing Depth

The use of Identifiers for indexing documents is optional. There is no requirement that an Identifier be assigned to every document. In point of fact, the average number of Identifiers per document is less than one. Use one or more Identifiers only when required to index the document adequately.

c. Major Identifiers

There is no minimum requirement for Identifiers; however, no more than two (2) Identifiers may be asterisked (*) as major indexing terms in any one record. Only one (1) major Identifier may be used if the record has six (6) major Descriptors. As with major Descriptors, only major Identifiers appear in the subject indexes of RIE and CIJE. The purpose and function of major Identifiers is the same as for major Descriptors.

SUMMARY OF SIGNIFICANT RULES

1. Individual Identifiers cannot exceed 50 characters in length, including spaces but excluding the asterisk.
2. Identifiers may not contain any punctuation other than left and right parentheses (to enclose a qualifier).
3. Multiple Identifiers must be separated by semicolons followed by a space.
4. There is no minimum number of Identifiers that may be entered for a given record; the maximum number may not exceed the 500 character field limitation.
5. No more than two (2) Identifiers may be asterisked (*) as major subject terms for any one record.
6. Identifiers should be entered exactly as they appear in the *Identifier Authority List* (IAL). If new, they should be structured in accordance with the guidelines of Section VIII (Part 2) of this Manual.
7. There is no requirement for any particular order or sequence of the Identifiers being entered. Similarly, major Identifiers do not have to precede minor Identifiers, or vice versa.
8. Institutions should not be cited in the Identifier field unless they are actually the subject of the document.
9. Most U.S. and Canadian organization names used as Identifiers should be followed by a two-character postal code showing the state/province location of the organization. For guidance on this rule, **see Section VIII (Part 2).**
10. ERIC Digests should have the minor Identifier "ERIC Digests" assigned.

EXAMPLES

SINGLE IDENTIFIER	National Education Goals 1990
MULTIPLE IDENTIFIERS (MAJOR/MINOR MIX)	*National Assessment of Educational Progress; Kentucky
PERSONAL NAME IDENTIFIER	Douglass (Frederick)
DOMESTIC INSTITUTIONAL IDENTIFIER (WITH STATE DESIGNATION ADDED)	Riverside Unified School District CA
USES OF PARENTHESES	Apache (Tribe) English (British) Erikson (Erik)
IDENTIFIER CONTAINING NUMERIC CHARACTERS	Chapter 766 (Massachusetts)
IDENTIFIER CONTAINING ACRONYM	Project SPICE UNICEF
LEGISLATION COURT CASES	Americans with Disabilities Act 1990; Rodriguez v San Antonio Independent School District
ABBREVIATED IDENTIFIER (REDUCED TO 47 CHARACTERS)	National Assn of State Univ and Land Grant Coll

B.12 INSTITUTION

Profile	
Data Element/Field	- Institution
Data Entry Tag/Keyword	- INST_
Files	- RIE Only
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Character Set—Code (Alphabetic, Numeric); Name (Alphabetic, Numeric, Special)
Subfields Permitted	- Yes
Field Length	- Code (Fixed Length: 8 characters each); Field: 68 (Max.); Name (212 Characters each); Field: 1080 (Max. allowed); 419 (Max. experienced)
Field ID No. (Tape)	- Code: 28; Name: 128

TYPICAL ENTRY (RIE ONLY)

INST_BBB54321=American Education Association, New York, NY. Dept. of Curriculum Innovation.

a. General

The Institution field contains the name of the organization responsible for preparing the document. In library parlance this organization is referred to commonly as the "Corporate Author" or "Corporate Source." Governments and their agencies, societies, associations, institutions, institutes, universities, colleges, companies, commissions, committees, foundations, etc., are all responsible at one time or another for the production or issuance of documents, and the names of these organizations are entered in this field when their documents are cataloged. Entry in this field indicates responsibility for the intellectual creation of the document.

b. Determination of a Corporate Author

The Corporate Author is not a mandatory data element. A document may be simply the product of an individual operating alone, in which case the INST field would be left blank. However, there are certain clues and interrelationships of which the cataloger should be aware:

- Contract Numbers (including Grant Numbers), when present, typically imply a preparing Institution.
- The existence of a Sponsoring Agency in the document implies a recipient of funding and therefore a "doer" (usually an organization, but sometimes an individual).

Phrases such as "sponsored by" appearing on a Title page should not always be taken literally. If the "sponsored by" organization produced the document, then the organization should be cataloged as a Corporate Source.

(1) Corporate Author vs. Author Affiliation

The corporate author or institution cataloged in this field should not be confused with the address of the Personal Author, i.e., the Personal Author's corporate affiliation is not necessarily equivalent to the Corporate Author. ERIC does not catalog corporate affiliations of authors.

(2) Conference Presentations

No institutional source should be cataloged for a conference paper when there is no indication that the release of the paper was formally controlled or supported by the corporate affiliation of the author. An indication that the a corporate source was involved with the release would be the publication of the paper with a formal cover with the source's logo, report number assigned, etc. For example, a conference paper presented by John Browning of the University of Maryland's School of Education would not be cataloged with the corporate source as the University's School of Education unless the paper was issued as a formal report of the School of Education, with a cover, school logo, report number, etc.

(3) Doctoral Dissertations/Master's Theses

A Doctoral dissertation or Master's thesis normally should not be cataloged with the recipient institution as the institutional source. However, if the dissertation has been done as part of a research project (e.g., National Science Foundation funds the university to conduct long-term research and a doctoral candidate is involved with the dissertation being issued as a report of the project), then the institution would be cataloged. Again, the formal publication, complete with school logo, report number, contract information, etc., would be an indication of the institution's involvement. [**NOTE:** Nova University's practice of issuing its practicum papers under a standard cover does not constitute formal institutional involvement in the sense of a corporate author.]

(4) Commercial Publishers, University Presses, GPO

Commercial publishing companies, college/university presses, the GPO, etc., are not cataloged as institutional sources when acting merely as publishing agents for works that have normal personal or corporate authors. In such cases, the publisher's name, address, and item price are recorded in the Availability field. A commercial publisher can, however, be a corporate author when they are responsible for the actual preparation of a work, e.g., Marquis, Inc., is the corporate author of the standard reference work *Who's Who in America*.

(5) Sources of Journals, Serials, etc.

Associations, organizations, etc., responsible for the production of a newsletter, journal, etc., are not cataloged as corporate authors when individual parts of the publication (e.g., journal articles) are entered in RIE *unless* the organization's involvement with the individual article is specifically stated (e.g., an organization's formal position statement appears as an article in a journal produced by the same organization). When an entire issue, volume, etc., is entered as a single accession, however, then the responsible organizational source is cataloged.

(6) Analytics

Documents entered as analytics (i.e., one complete document such as a proceedings or collection entered in its entirety, with individual papers or parts entered also as separate items) should be cataloged by institution in the same manner as serials discussed above.

(7) Corporate Source vs. Sponsoring Agency

Corporate Authors should not be confused with Sponsoring Agencies. Sponsoring Agencies provide the funding and financial support for efforts that lead to documents. This is usually done via contracts or grants to the Corporate Author. Sponsoring Agencies are generally Government agencies or foundations and their names are entered in their own field (see **Section V** under "Sponsoring Agency").

(8) U. S. Department of Education, Its Subdivisions, and Contractors

Except in a few situations, subdivisions of the U. S. Department of Education are established under their own names and not under "Department of Education." Since ERIC Clearinghouses, Centers, Regional Educational Laboratories, and the like, are operated under contract to the Department of Education, they are established under their own name and not under that of the contractor:

Example:

Entry: ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Not used: Syracuse Univ., New York, NY. ERIC Clearinghouse on Information Resources.

[NOTE: Beginning in 1982, all Codes for the Department of Education (ED) and its subdivisions were assigned a prefix of EDD; this prefix allows for easy identification of documents emanating from the units of ED. Searches of online versions of ERIC for all ED documents can easily be restricted using this EDD prefix.]

(9) Contractor/Subcontractor Relationship

Sometimes documents have been prepared by an institution under a subcontract with a prime contractor for a governmental agency (such as OERI or the Department of Education).

Example:

OERI funded Computer Information, Inc., under contract RI890035 to survey the use of computers in education. Computer Information Inc., in turn, subcontracted the work to the Randall and Cromwell Company. When the survey was concluded, the report was written and prepared by Randall and Cromwell, submitted to Computer Information, which in turn submitted the report to OERI.

When such a relationship is prominent on the document, both the main contractor and the subcontractor may be considered as institutions responsible for the work and therefore both cataloged in the Institution field. When the relationship is hidden or buried in the document, the subcontractor can often be ignored. In either case, OERI would still be the only valid sponsor. Whether the contractor or someone the contractor hires does the actual work does not change the fact that a Sponsoring Agency has issued a contract and will hold its contractor (not the subcontractor) responsible for what is produced. The primary contractor should not be interpreted as some sort of Sponsor.

(10) Consortia

Consortia are entered under the name of the consortia only. If the consortia is only housed at a university, college, or government agency, do not enter the name under the university, etc. When the entry is made to the *Source Directory*, a cross-reference to the university, along with a brief note, will accompany the main entry. The following example illustrates such an entry:

NAME_Consortia to Improve Educational Networking, Urbana, IL.
UF_Illinois Univ., Urbana. Consortia to Improve Educational Networking.
NOTE_Consortia comprised of educators from Michigan State University, Indiana University, and the University of Chicago. Located on the campus of the University of Illinois, School of Education.

Some consortia do not have a physical location or a mailing address. In those instances, no location will be entered with the name.

(11) Organizations with Multiple Hosts or Locations

Government-funded centers occasionally may have several host organizations and documents may carry a center name with several locations, each location representing a host. An example of this is the Center for the Study of Writing with locations at the University of California, Berkeley and Carnegie Mellon University, Pittsburgh. A pro forma cover or title page typically always shows both locations; even when the document clearly originates with only one (in most situations the specific host is listed along with the author). (Some of the covers on documents from multiple-host centers regularly list four or more organizations.) If the specific location is indicated, catalog only that location.

(12) Associations with No Permanent Address

Smaller associations may not have a permanent address, but may "float" with the address of either the current president or secretary. In those situations, instead of creating a new Source name whenever an association official changes, only the organization's name is entered and the accompanying note in the *Source Directory* will read: **"Location varies."**

(13) Organizations (Including Government Agencies) as Issuers & Sponsors of Documents

Contractor reports should be cataloged with the Performing Institution (contractor) as the "Institution" and the Funding/Supporting Agency (contractee) as the "Sponsor." This should be the rule whether the document is issued as a contractor document (with contractor name and logo) or as an agency document (with agency name and logo).

c. CIJE Records (Journal Articles)

CIJE records do not have an Institution field. In those rare instances where an organization appears as an article's "author," e.g., "Guidelines for English Teachers," prepared by the National Council of Teachers of English, the cataloger has two alternatives:

- Omit the information altogether.
- Include the information in the Note field (see discussion of Note field in Section V).

In any case, organization name information may not be included in the Personal Author field.

d. Cataloging and/or Establishment of Organizational Names

Organizational names should be cataloged and/or established at a level sufficient to trace the document back to its source. Large organizations, e.g., universities, federal agencies, state departments of education, national corporations, etc., must generally have a relevant subdivision in order to accomplish this. When dealing with organizations of modest size (e.g., small businesses in one city, small school systems, most junior/community colleges), however, it is generally not necessary to catalog subdivisions.

- **Documentation for Institutional Names**

  All organizational names which are cataloged must be supported by data in the document (or in rare circumstances, accompanying correspondence).

- **Transient Entities**

  An entity such as a temporary or ad hoc committee of a university, association, etc. may exist for a year or two and then fade from existence, never to be seen again. Rather than clutter up the *Source Directory* with such transient entities, the information may be cited in the Note field.

- **Subunits of Small Organizations**

  Rather than catalog and/or establish a new name for a subunit of an already small organization, it is better to catalog under the main organization and, if necessary, cite the subunit in the Note field. Excessive subdivisions of a small organization which has few postings should be avoided.

- **Information about Organization Is Incomplete and Cannot Be Verified as to Format, Geographic Location, or Relationship to Document**

  When there is insufficient information on which to catalog or create a new Institutional Name, the information may be cataloged in the Note field verbatim, as it appears on the Title Page.

e. ERIC *Source Directory*

When a Corporate Author is identified for a document, the name of the organization should be looked up in the ERIC *Source Directory*. The ERIC *Source Directory* is an authority list of over 33,000 organization names to be used in both the Institution and Sponsoring Agency fields. In order to ensure that the same organization is always cited in the same fashion and to permit ready assembly of consistent printed indexes, all organization names used in the ERIC system are generally constructed in accordance with Section 2: "Organization Name" of the *Guidelines for Descriptive Cataloging of Reports. A Revision of COSATI Standard for Descriptive Cataloging of Government Scientific and Technical Reports.* (**See Attachment 3.**) (Because ERIC contains curriculum guides and other types of documents not covered by the above Guidelines, variations to the COSATI Guidelines by ERIC have occurred and are noted.) Each name is assigned a unique alphanumeric Code and, thereafter, the organization name is entered into the system by specifying the appropriate Code. During computer entry of the data, the system extracts the name from the ERIC *Source Directory* on the basis of the Code and adds it to the proper record in its standardized form.

All standardized forms are based on the pattern: Largest element—geographic location (City, State, or Country)—smallest element (e.g., Yale Univ., Hartford, CT. Computer Dept.). Record names of states and U.S. territories using the standard postal abbreviation. Canadian provinces are not abbreviated, but are entered within parentheses—e.g., Toronto Univ. (Ontario). For all other countries, include the country's name in parentheses—e.g., Trinity Coll., Dublin (Ireland).

The ERIC *Source Directory* (showing both names and codes) is distributed to the ERIC Clearinghouses periodically in three editions: (a) Monthly Cumulative Supplements, listing newly established names and codes developed during the processing of the current issues of RIE; (b) Truncated Edition, listing all names used during the most recent five-year period—this edition is issued annually; (c) Complete Edition (Archival), listing all names ever used (the last edition went through 1986 RIE input)—typically every five years a Complete edition containing all names is produced and distributed to all ERIC components. Since the most active names are in the Monthly Supplements and Truncated editions, these editions should always be consulted first; if a name is not found there, then the Complete edition should be consulted.

If the entity to be cataloged does not appear in the *Source Directory* in the form shown on the document, alternative arrangements of the name should be checked, since the entry on the document may not conform to the standardized name form. The monthly supplements should also be checked for recent entries. Duplicate names, or close variants, should be called to the attention of the ERIC Facility for possible correction.

NOTE: If an entry is found in the *Source Directory* for the organization appearing on the document, but the entry varies slightly in name or location from that on the document, then do not use the entry, create a new, accurate entry instead.

Codes should be cataloged carefully, since an error will generate an incorrect name in the field (if the error happens to match an existing Code) or it will be flagged by the computer (if the format is in error). To help ensure that the Code requested is the actual name desired, the Code along with the equal sign and its desired translation is required. When the field is processed, the computer translation, as well as the requested name, will appear, thus providing a double-check.

Cataloging should then proceed in accordance with one of the following:

- **Single Institution Found in *Source Directory*:**

  INST_BBB00000=Name of Institution

- **Two or More Institutions Found in *Source Directory*:**

  INST_BBB00000=Name of Institution; EYV38140=International Reading Association, Newark, Del.

  Note that the semicolon delimiter must be used in this field to separate individual entries.

The data appearing to the right of the Code (i.e., "equal" sign, followed by organization name) does not determine what goes into the record, but the cataloger's intended organization name must be on the input form to permit the ERIC Facility editors to check the accuracy of the cataloging and to guard against the possibility of transposed characters in the Code. For this reason, the name the cataloger places to the right of the Code may be abbreviated and need not agree perfectly with its equivalent in the authority list.

The organization name normally reflects what is on the document. If existing names do not fit the situation, they should not be used. For example, assume the *Source Directory* contains the name "American Association of Junior Colleges" and assume a document comes in bearing the new name of this organization, "American Association of Community and Junior Colleges." The cataloger may not use the old name but must request that a new name be established. [If a Clearinghouse has information concerning when a name has changed or an organization has moved, that documentation should be sent along with the document so that the older codes/names can have the information included in their Note fields in the *Source Directory*.]

New names requested in connection with Level 3 documents (where the ERIC Facility has no document) must be supported by copies of the pages confirming name, location, etc.

- **Single Name Not Found in ERIC *Source Directory***

  If the institution is not listed in the *Source Directory*, or if the correct Source Code cannot be identified, the desired new Source Name should still be entered, preceded by an equal sign:

  INST_=Maryland State Dept. of Education, Annapolis. Dept. of Research and Evaluation.

- **Two or More Names Not Found in ERIC *Source Directory***

  INST_=Maryland State Dept. of Education, Annapolis. Dept. of Research and Evaluation.; =Maryland State Dept. of Mental Health, Annapolis.

  This format alerts the ERIC Facility that a new Source Code may need to be created. At the conclusion of processing, all new Codes are added to the Authority List and its Monthly Supplement.

- **Mixture of Names Found and Not Found in ERIC *Source Directory***

  If there are several different institutions involved, one which appears in the *Source Directory* (i.e., already has a Code established) and one which needs a new Code created, the entry would be:

  INST_FGK56700=National Education Association, Washington, D. C.; =Ohio State Literacy Council, Columbus.

  or

  INST_=Ohio State Literacy Council, Columbus.; FGK56700=National Education Association, Washington, D. C.

  The order of the names within the field is independent of the way they appear in the document, since the names will be alphabetized when the database is updated. Keep in mind that the keyword INST_ is only keyed once for the entire group of institutions.

  Because the data in an entry for a new name will be used to establish the new Code and its translation, the format of the proposed new name should follow as much as possible the guidelines for Institutions found in the Attachment 3 to Section V.

f. Historical Background of Entries in *Source Directory*

The use of the *Source Directory* quickly reveals some inconsistencies in entries which require explanation:

- **Variations in the Abbreviations of the Names of States**

  When the Source Authority List for Institutional names was originally established, the abbreviations used for states and territories of the United States were based on the standard abbreviations then in use. Later when two-character postal abbreviations came into being, ERIC adopted their use; however, names with the old abbreviations were not changed.

  The Codes with the older abbreviations, however, are still valid and should be used.

- **Variations in Source Code Prefixes**

  When the Source Authority List was initially compiled, individual Source Code prefixes were created for each state and country along with some special prefixes to designate Federal government agencies (e.g., FGK designated Washington, DC; JIM, Illinois; CIQ, California; SFO, Ontario). With over 100 Codes added each month, creating new Codes using these specific designations was labor intensive and the special prefixes were abandoned in the early 1970s. All new Codes are now assigned simply in sequential order using the "BBB" prefix; the sole exception is the "EDD" prefix which was created in 1982 to facilitate computer retrieval of Department of Education documents.

  Although the Codes with the special prefixes are still valid, if a cataloger finds two similar names, one with a special prefix and one with a "BBB," it is likely that the "BBB" Code is the later and more accurate name.

  In the case of Department of Education Codes, the EDD prefixed Codes MUST be assigned; do not use the older names with BBB prefixes. The older BBB prefixed Codes are still in the Authority List because the records in the database master file still contain Codes with those prefixes.

SUMMARY OF SIGNIFICANT RULES

1. The Institution data element identifies the organization having responsibility for the intellectual creation of the document. Multiple responsible institutions may be cited, each in its own subfield.

2. All Institution names used must agree with the standard established name forms cited in the ERIC *Source Directory*. Existing names are entered by means of Codes representing the name in the ERIC *Source Directory*.

3. If the Institution name is new and not previously established, it should be formatted generally in accordance with the *Guidelines for Descriptive Cataloging of Reports*. Section 2: Corporate Author (**see Attachment 3**). All standardized names are based on the pattern: largest element-geographic location-smallest element.

4. Responsible institutions should not be confused with the corporate affiliation of the Personal Author or with the Sponsoring Agency.

5. Institutional names should use the standard two-character postal codes for states.

6. When dealing with organizations of modest size, it is generally not necessary to establish subdivisions.

7. When requesting that new institutional names be established, the Clearinghouses must provide complete location information (if not apparent on the document).

8. Approved abbreviations for the generic parts of institutional names (e.g., institute, company, etc.) are listed in Attachment 3. First words of Institution names, however, may never be abbreviated.

9. Entries in the Contract Number field or in the Sponsoring Agency field imply the existence of a preparing institution. The Institution field should, therefore, generally be cataloged when data are present in these fields.

10. The Department of Education and its units have Codes beginning with the prefix "EDD" and names with corresponding Codes should be used instead of the older forms beginning with "BBB."

EXAMPLES

ONE INSTITUTION (Listed in *Source Directory*)	BBB21707=Cato Inst., Washington, DC.
ONE INSTITUTION (New, Not Listed in *Source Directory*)	=Columbus Citizens to Improve Education, OH.
TWO INSTITUTIONS (Both Listed in *Source Directory*)	BBB21707=Cato Inst., Washington, DC.; JIM13950=Chicago Public Schools, Ill.
TWO INSTITUTIONS (Both New)	=Maryland State Dept. of Education, Annapolis. Dept. of Research and Evaluation.; =Maryland State Dept. of Mental Health, Annapolis.
TWO INSTITUTIONS (One Listed in *Source Directory*; One New)	FGK56700=National Education Association, Washington, D. C.; =Ohio State Literacy Council, Columbus.

B.13 ISSUE (OF ABSTRACT JOURNAL)

	Profile
Data Element/Field	- Issue (of Abstract Journal)
Data Entry Tag/Keyword	- ISS_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory
Data Provided By	- Facility/CIJE Publisher
Character Set	- Alphabetic, Numeric
Subfields Permitted	- No
Field Length	- 8 (fixed length)
Field ID No. (Tape)	- 43

TYPICAL ENTRY (RIE) ISS_RIEAPR92

TYPICAL ENTRY (CIJE) ISS_CIJAPR92

This field contains data identifying the specific RIE or CIJE journal issue in which the record was originally announced. The field is assigned by the computer at the Facility or CIJE Publisher in the following format:

Eight (8) characters arranged in the order as cited:

Journal (3) - Month (3) - Year (2), as shown in the "Typical Entries."

NOTE: In the early years of the database, the field varied as to format and was not a validated field.

B.14 JOURNAL CITATION

Profile	
Data Element/Field	- Journal Citation
Data Entry Tag/Keyword	- JNL_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory (CIJE); Optional (RIE)
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- Yes (Normal Entry Requires 2)
Field Length	- RIE: 49 (Avg.); 252 (Max.); CIJE: 47 (Avg.); 252 (Max.)
Field ID No. (Tape)	- 50

TYPICAL ENTRY JNL_American School Board Journal; v178 n8 p39-41 Aug 1991

a. General

Journal articles are independent writings appearing in serials. The Journal Citation field is used to record the bibliographic data for the serial publication in which an article appears. In addition, the field is also used to record serial information when a complete issue or run of a journal is entered in the database (usually RIE). The following discussion first describes the features generic to data in both RIE and CIJE. Because there are differences in journal/serial coverage between CIJE and RIE, the procedures for each are then individually described.

b. Citation Format

The format for data in the Journal Citation field should be:

Journal Title (unabbreviated) in the first subfield, followed by the identification for the journal issue and the article location in the second subfield. Usually the second subfield will consist of volume number, issue number, inclusive pagination, and date of publication, in that order:

EXAMPLE: Any journal title; v1 n1 p2-13 Apr 1992

The Journal Citation field should not end in a period. However, journal issues identify themselves in a great variety of ways and the second subfield should express that identification in whatever terms are necessary. (See the Examples at the end of this discussion for various non-routine forms.) The second subfield should always end with the four-digit year of publication. In CIJE, in order to avoid redundant cataloging, this data is used by the computer program automatically to construct a Publication Date (PDAT) field (see discussion under that data element).

The Journal Title should be entered in full unabbreviated form, with the exception of initial articles (e.g., "The"), which are dropped[16]. The Journal Title subfield must always be followed by a semicolon (the standard subfield delimiter).

c. Abbreviations and Conversions

The journal article location data in the second subfield should appear as shown in the Examples. The common abbreviations used are as follows:

v = volume	pt	= part	Spr	= Spring
n = number	suppl	= supplement	Sum	= Summer
p = pages	spec iss	= special issue	Fall	= Fall
			Aut	= Autumn
			Win	= Winter

There should not be any space between the v, n, p abbreviations and the numbers to which they apply.

Months of the year should be abbreviated to the standard 3-character representations: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec. The year should always be entered with the century included (e.g., 1991, 1992).

Volume and issue information expressed in Roman numerals should be converted to Arabic in the citation.

The inclusive pagination statement should, in certain situations, drop initial repetitive digits in the figure for the last page. This is done for reasons of space economy, but is avoided below "100" and whenever the article spans from any given hundred range to the next. The conventions to be observed are illustrated in the following examples:

p5
p1-10
p11-14,72-73
p111-14,172-73,401-06
p111-210
p1120-22
p1200-301
pA98-A99
p102s-03s

There is no space after the commas when there is a series of numbers. When the item being entered is an entire issue of a serial, it is not necessary to specify inclusive pagination, as is appropriate for a single article.

NOTE: Current CIJE practice is to specify inclusive pagination for all records, including entire issues (see Examples).

[16] Through 1970 (the first four years of RIE and the first two years of CIJE) journal titles were abbreviated according to ANSI Standard Z39.5 "Periodical Title Abbreviations." Subsequently, the full journal title was utilized.

d. Journal Articles in CIJE

In ERIC, the great majority of journal articles are entered in the CIJE (*Current Index to Journals in Education*) portion of the ERIC database. These articles are primarily taken from journals covered either comprehensively or selectively by specific Clearinghouses; a list of these journals may be found in the *Source Journal Index* printed in every issue of CIJE. In addition, from time to time Clearinghouses process articles known as "oneshots" (from journals not regularly covered in CIJE, but in which a specific issue has education-related articles, e.g., *Newsweek*).

(1) Validation of Journal Titles

The CIJE Publisher produces an authority list (*Source Journal Index*) of regularly covered journals citing the approved journal titles (the most recent update appears in each monthly issue of CIJE). For journals not on this list, consult *Ulrich's Guide to Periodicals*. All incoming CIJE journal titles are validated by the computer at the CIJE Publisher against the *Source Journal Index* which is the CIJE Authority List. Titles of journals not validated appear on an exception report which is reviewed by the CIJE editors; if a title is not listed as a "oneshot" and is not a variant of a title in the *Source Journal Index*, the Clearinghouse is contacted for the correct title.

(2) Validation of Citation Format

The computer program at the CIJE Publisher checks to be certain that the citation data (volume, number, pagination, and date) are present and in the proper format and sequence.

(3) *Source Journal Index* (SJI)

The *Source Journal Index* (SJI), used as the CIJE Authority List, is created from information provided by ERIC Clearinghouses when they indicate to the CIJE Publisher that they will be regularly covering a specific journal. (Clearinghouses periodically receive a copy of their input from the SJI to review and, if necessary, update.) Clearinghouses are expected to supply the following information for all entries in SJI:

- Journal Title;
- Frequency of publication (e.g., monthly, quarterly);
- Price (e.g., annual subscription, single copies, foreign prices);
- Reprint availability through UMI;
- Reprint availability, in lieu of, or in addition, to UMI (include complete address and price);
- Complete subscription address;
- Coverage of journal (e.g., comprehensive or selective) [Comprehensive = each issue indexed cover-to-cover will be indicated by an asterisk in the SJI following the Clearinghouse acronym; selective = each issue is reviewed regularly and education-related articles selected when merited]; and

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BEST COPY AVAILABLE

- ISSN Number (this may be located on the cover, title page, or verso of the table of contents); if unable to locate, check the entry in *Ulrich's*. If no ISSN exists, this situation should be indicated by adding "No ISSN available." ISSN Numbers need not be cataloged in CIJE entries (except for "oneshot" journals) because the CIJE computer system extracts them from the SJI and inserts the proper ISSN in each record.

(4) "Oneshot" Articles

Whenever a Clearinghouse decides to process a journal on a "oneshot" basis (a journal not covered comprehensively or selectively), the CIJE Publisher needs to be able to distinguish these "oneshot" items from articles coming from regularly covered journals. This facilitates the validation process against the *Source Journal Index* Authority File. This information must, therefore, be recorded at input time. The information is, however, not useful to end users and will be eliminated from the CIJE announcement and from the ERIC Master File. The format for entering this information is:

JNL_Wisconsin Law Review; v95 n4 p1105-19 Feb 1991; oneshot

The word "oneshot" in the third subfield of the example above is used for internal processing purposes, but is deleted prior to the Master File update and publication. Note that the word "oneshot" should be separated from the rest of the entry by a semicolon. ***NOTE:*** *Publisher availability information for oneshots should be entered in the Note field and the ISSN added to each resume.*

e. Journal Articles, Journal Issues, and Journal "Runs" in RIE

RIE was designed to include documents; CIJE was designed to include journal articles. This distinction should generally be observed. It follows ERIC's own product descriptions. The users expect to find the database subdivided as described.

(1) Journal Articles

Therefore, journal articles may not be announced in RIE if they have been, should have been, or will be announced in CIJE. However, journal articles may be entered in RIE if they meet certain special criteria, e.g.:

- a single older "classic" or high quality article, from a serial not covered by CIJE at the time of original publication; no longer eligible for CIJE because of its age (several years after original publication), but highly relevant to ERIC and a desirable addition to the database; reproduction release obtained.

- an article reprinted between new covers as a technical report (or as part of a report) for which a reproduction release has been obtained; not previously covered by CIJE or containing additional material in its new form.

- a significant article (for which reproduction release has been obtained) appearing in a journal or serial not covered by CIJE and sufficiently obscure that it could not be expected to be found in conventional library systems.

If a Clearinghouse discovers that a journal article in its scope was overlooked in a journal regularly covered by another Clearinghouse, there is no prohibition against the first Clearinghouse submitting the missing article to CIJE as a "oneshot."

Journal articles in RIE input are checked by the Facility against the *Source Journal Index* (SJI). If the title is found in SJI, the item is removed from processing and returned to the Clearinghouse. If the title is not found in SJI, but is determined to have UMI availability or to have a circulation of significant size (several thousand), then it is also removed from processing and returned to the Clearinghouse for consideration as a "oneshot." In no circumstances may a journal article be submitted for RIE at Level 3, since Level 3 is the equivalent of CIJE processing.

(2) Journal Issues

CIJE processes material at the article level. RIE processes material at the monographic level. In the case of a "theme" issue of a journal, in which all articles in the issue deal with a single unified topic, and which can be treated as if it were a report or monograph on the theme subject, it is best to process such an item in RIE (assuming reproduction permission can be obtained). Journal issues that are not theme issues should be processed at the article level in CIJE.

(3) Journal "Runs"

If a serial publication is relatively rare or obscure or very specialized, is not available from UMI, and it is unlikely that it would be subscribed to by very many university/college libraries, then RIE processing (with its archival microfiche process) should be considered as a useful way to make the serial available to users. In such cases, it is essential that reproduction permission be obtained (otherwise RIE provides no advantage over CIJE) and that at least a year's worth of the serial comprise the accession (in order to avoid the proliferation of clone-like entries).

(4) Compendiums of Journal Articles/Columns/Features

Regularly appearing journal columns or features often have a unit of subject-matter (e.g., Valentine Day projects) that argues for their being grouped together as one item. This kind of accession became popular during the Practice File Pilot Project and continues to be a viable option. A body of material from several serial issues (perhaps even a year's worth) is assembled and treated as if it were a monograph on a single topic. It is essential in such cases that reproduction permission be obtained and processing take place at Level 1 or 2, otherwise the material has not really been brought together and there is little value in putting it in RIE instead of its normal home, CIJE.

(5) Reprints and "To Be Published" Articles

Documents for RIE sometimes contain notations that they are reprints of a published journal article or that they will be published in the future. In the case of reprints, the Journal Citation field should be completed if the document is the actual reproduction of a published article and contains the page numbers, journal title, and other citation information which can be verified. (Journal citations are best omitted from documents which only give a brief notation of journal publication, since the citation cannot be verified.) Statements of future publication (e.g., "*submitted to ...Journal*"; "*to appear in...Journal*," etc.) should be ignored in cataloging as there is no guarantee if or when such publication will occur.

f. Theme Titles of Theme Issues of Journals (in RIE and CIJE)

The theme titles of theme issues of journals should be cataloged in the Title field (if the entire issue is the accession, as it generally is in RIE) or the Note field (if an article from the theme issue is the accession, as it generally is in CIJE).

g. Dual Coverage (Articles in CIJE; Issue Runs in RIE)

Although under normal circumstances, an item is entered either in CIJE or RIE, on occasion dual coverage may be desirable. For example, individual journal articles may be entered as "oneshots" in CIJE; if these articles are from a journal with limited availability (not UMI or another large reprint service), then a year's worth or more of the journal may be grouped together and archived as one accession in RIE.

SUMMARY OF SIGNIFICANT RULES

1. If the item being cataloged is a journal article or an issue of a serial publication, the Journal Citation field must be completed.

2. An entry in the Journal Citation field of RIE requires the cataloger to make a corresponding entry of code 080 (Journal Article) or 022 (Serial Issue) in the Publication Type field. However, in CIJE processing the computer automatically assigns Publication Type code 080 to all CIJE records.

3. Journal Title should be entered in unabbreviated form, with the exception that initial articles are dropped (e.g., The Atlantic Monthly = Atlantic Monthly). Use the *Source Journal Index* as the authority for all approved journal names. (If in doubt about the correct way to cite a new Journal Title, use the standard periodical reference *Ulrich's Guide to Periodicals*.) Journal Titles are entered as the first subfield of the field.

4. Information concerning the location of the article within the journal is entered in the second subfield. Certain abbreviations are permitted in this subfield for standard words such as Volume, Number, Pages, etc., and for inclusive pagination containing repetitive digits.

5. The standard format for article location information is "v12 n34 p56-78 Jan 1989." For variations on this basic format caused by complex journal publishing patterns, see the "Examples." Do not end the Journal Citation field with a period.

6. When the item being entered is an entire issue of a serial, it is not necessary to specify inclusive pagination, as is appropriate for a single article.

   Exception: CIJE treats inclusive pagination as mandatory.

7. "Theme" titles applicable only to unique single issues of journals should not be considered Journal Titles, but should be cataloged in the Title field (if the entire issue is the accession) or the Note field (if an article in the theme issue is the accession).

8. "Oneshot" journal articles should be identified by having the word "oneshot" entered in the third subfield of the Journal Citation. It will be used for internal processing needs, but will later be deleted from the journal announcement and from the Master Files.

9. With some exceptions, articles from journals and other serials as a rule are to be announced only in CIJE.

EXAMPLES

• **Acronymic Journal Title**	ELT Journal; v46 n1 p81-91 Jan 1992
• **Continuing Pagination**	Parks and Recreation; v26 n10 p30-37,72 Oct 1991
• **Date Spans Months and Years**	Community, Technical, Junior College Journal; v62 n3 p21-24 Dec-Jan 1991-92
• **Day of Month Given**	Chronicle of Higher Education; v38 n16 pA31-32 Dec 11 1991
• **Distinguishing Two Journals with Identical Titles**	Adult Education Adult Education (London)
• **Entire Issue Entered as One Accession***	Nurse Educator; v27 n2 May 1992 [NOTE: CIJE treats inclusive pagination as mandatory and would incorporate total journal pagination in the above example.]
• **Issue Covers Multiple Months**	Public Libraries; v20 n6 p350-37 Nov-Dec 1991 [NOTE: The form "Nov-Dec" should be used in lieu of "Nov/Dec."]
• **Journal Title in All Capitals**	CAUSE/EFFECT; v143 n4 p25-29,33-34 Win 1991
• **Journal Title with Partial Capitals**	CD-ROM Professional; v5 n1 p49-54 Jan 1992
• **Journal Title/Subtitle Combination**	Language and Education: An International Journal; v2 n4 p229-38 1988
• **Multi-Language Title**	International Review of Education/Internationale Zeitschrift fuer Erziehungswissenschaft/Revue Internationale de Pedagogie; v37 n2 211-26 1991
• **Multiple Numbers Assigned to One Issue**	Sex Roles: A Journal of Research; v25 n9-10 p511-20 Nov 1991
• **No Month in Date**	Journal of Education; v173 n1 p91-106 1991
• **Non-English Journal Title**	Infancia y Aprendizaje; v54 p41-47 1991
• **Number Only, No Volume**	Bulletin of the Council for Research in Music Education; n109 p37-45 Sum 1991
• **Oneshot Article (CIJE Only)**	American Heritage; v41 n8 p76-79,81-83 Dec 1990; oneshot
• **Part in Lieu of Number**	British Journal of Educational Psychology; v60 pt5S p26-32 Feb 1990
• **Reports, Occasional Papers, Working Papers, etc. Issued with Volume and/or Number (RIE Processing)**	TITLE_Estimates of Enrollment at Potomac College, 1991-92. JNL_PC Administrator's Report; v23 n3 Fall 1991

• **Run (A Year or More) of a Serial***	TITLE_Center Stage: A Platform for the Discussion of Teaching/Learning Ideas. Volume 1, Numbers 1-8, 1990-91. JNL_Center Stage; v1 n1-8 1990-91
• **Scattered Issues Combined (by Clearinghouse) into One Accession***	Higher Education Review; v22 n1,3,7 Jan,Mar,Jul 1990
• **Scattered Issues (Spanning Years) Combined (by Clearinghouse) into One Accession***	Higher Education Review; v20 n1,3 Jan,Mar 1989 v21 n2,6 Feb,Jun 1990*
• **Series Designation in Lieu of Volume**	Current Population Reports; Series P-27 n52 Sep 1989
• **Special Issue (in lieu of volume/number)**	Connections; spec iss 2 p7-9 Sep 1988 Educational Journal; v23 spec iss Jan 1989*
• **Supplement**	Counselor's Information Service; v43 n2 suppl 2 p20-25 May 1988
• **Theme Issue***	Theme Issue, Individual Articles Entered
CIJE	TITLE_Education in Brazil. JNL_International Education; v46 n3 p25-45 Fall 1991 NOTE_Theme Issue: "South American Education Today."
RIE	Theme Issue* TITLE_South American Education Today. JNL_International Education; v46 n3 Fall 1991 [NOTE: Entire issue, no pagination necessary in Journal Citation.]
• **Unusual Journal Title**	RE:view; v23 n1 p35-40 Spr 1991
• **Volume Only, No Number**	Kentucky English Bulletin; v41 p450-65 Fall 1991
• **Year Given as Span of Years**	Adolescence; v16 n2 p10-15 1991-92 [NOTE: The form "1991-92" should be used in lieu of "1991-1992."]
• **Year Run of Serial Combined (by Clearinghouse) into One Accession***	Connect; v13 n1-4 Jan-Dec 1988

*Entire issues of serial publications (e.g., theme issues), or several issues grouped together (e.g., newsletter run), as one accession, are usually only processed in RIE. Entries in CIJE are for individual journal articles, not entire issues or groups of issues.

B.15 LANGUAGE

Profile	
Data Element/Field	- Language
Data Entry Tag/Keyword	- LANG_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory (If left blank, the computer inserts "English")
Data Provided By	- Clearinghouse
Character Set	- Alphabetic
Subfields Permitted	- Yes (Up to 5)
Field Length	- 46 (Max.); 7 (Avg.)
Field ID No. (Tape)	- 76

TYPICAL ENTRY

LANG_English; Spanish

a. General

The purpose of this field is to permit searchers to restrict their output to materials in the language(s) they can utilize.

The language of the document is to be entered in the form of the full text of the name of the language. A "Language Authority List" of the principal language names to be used is displayed in **Figure V-11.** These names correspond in format to those appearing in the ERIC *Thesaurus* or *Identifier Authority List*, both of which may also be used as authority lists for this data element.

If the document is entirely in the English language, however, this field should be left blank. The computer program will automatically write "English" in this field if it is left blank and no foreign language is entered. The purpose of this "default-to-English" is to save the Clearinghouses data entry time, since the vast majority of ERIC accessions are English-language documents.

If the document is in English and in one or more other languages, "English" must be added to the field along with the other language(s). Non-English documents carrying English abstracts (or abstracts in any language other than the text) should not be considered to be English language (or abstract language) documents. An abstract alone should not be used to determine the language of the document.

Documents that are instructional texts in one or more languages present a special problem. Typically such documents are basically in English, but many contain large amounts of material in the language being taught (usually in the form of examples or passages to be read). Such a document generally should be cataloged as in the language of its basic instructional text. The examples or illustrative passages in a language-teaching document are not the basic instructional text of the document and do not contain its "message." They would be meaningless without the accompanying text. As a rule, therefore, language-teaching documents should not be cataloged as if they were actually in the language being taught. The language being taught will rather be indexed as the subject of the document. Documents with large amounts of non-English text may, however, constitute an exception to this general rule.

The language of a document is its vehicle of communication and should not be confused with a language that is a subject of a document. A language being treated as a subject is indexed in the Descriptor field or Identifier field.

b. Historical Background of Field

This data element was added to the file beginning with the January 1979 issues of *Resources in Education* (RIE) (ED 157 988) and *Current Index to Journals in Education* (CIJE) (EJ 186 218). Prior to that time the language of the document was noted in unstructured, narrative form in the Note field, a practice that has been discontinued.

Afrikaans	Guarani	Kituba	Quechua
Albanian	Haida	Korean	Rumanian
Aleut	Haitian Creole	Kpelle	Russian
Arabic	Hausa	Lao	Samoan
Armenian	Hawaiian	Latin	Seminole
Assyrian	Hebrew	Malay	Seneca
Athapascan	Hindi	Malayalam	Serbocroatian
Belizean Creole	Hmong	Mandingo	Setswana
Bengali	Hualapai	Mandinka	Singhalese
Cambodian	Huichol	Mano	Siswati
Chinese	Hungarian	Marathi	Soninke
Choctaw	Hupa	Mende	Spanish
Cree	Igbo	Mohawk	Susu
Czech	Ilocano	Muskogee	Swahili
Danish	Indonesian	Navajo	Swedish
Dari	Inupiaq	Nepali	Tagalog
Dibabawon	Irish	Norwegian	Thai
Dutch	Italian	Ojibwa	Tlingit
Edo	Japanese	Palauan	Turkish
English	Jukun	Panjabi	Ukrainian
Ewe	Kabiye	Passamaquoddy	Vietnamese
Finnish	Kalinga	Persian	Wolof
French	Kanuri	Pima	Yoruba
Fulani	Karuk	Polish	Yupik
German	Khowar	Portuguese	Yurok
Greek	Kiribati	Pulaar	

FIGURE V-11: Language Authority List[17]

[17] This list reflects only those languages already represented by documents in the database. It is updated as new languages are indexed.

SUMMARY OF SIGNIFICANT RULES

1. Documents in non-English languages (or in English and non-English languages) must have the names of those languages entered in this field (up to a limit of five).

2. If a document is entirely in the English language, this field should be left blank. The computer will then insert the word "English" by default.

3. Documents that are instructional texts in a given language generally should not be described as in the language being taught.

4. The names of languages are entered in their full textual form and must agree with the form of the name found in the Language Authority List, in the ERIC *Thesaurus* or *Identifier Authority List*. [However, do not subdivide languages, e.g., Arabic (Egyptian).]

EXAMPLES

DOCUMENT IN ENGLISH	Field to be left blank
DOCUMENT IN A LANGUAGE OTHER THAN ENGLISH	French
DOCUMENT IN MULTIPLE LANGUAGES (one of which is English)	English; Spanish; French; German; Russian [NOTE: Language names need not be entered in any particular order.]

B.16 LEVEL OF AVAILABILITY (AT EDRS)

Profile	
Data Element/Field	- Level of Availability (at EDRS)
Data Entry Tag/Keyword	- LEVEL_
Files	- RIE Only
Mandatory/Optional	- Mandatory
Data Provided By	- Clearinghouse
Character Set	- Numeric (1, 2, or 3)
Subfields Permitted	- No
Field Length	- 1 (fixed length)
Field ID No. (Tape)	- 40

TYPICAL ENTRY (RIE ONLY)

```
LEVEL_2
```

a. General

Documents are entered into the ERIC database and announced in RIE at one of three levels of availability, which determines whether and to what extent they can be reproduced by the ERIC Document Reproduction Service (EDRS). (These levels, in turn, are based on the copyright status of the document, the legibility of the document, and the kind of release granted by the copyright holder.)

Level	Definition
1	Available from EDRS in both microfiche (MF) and paper copy (PC).
2	Available from EDRS in other than paper copy.
3	Not available from EDRS.

Discussion and material pertaining to copyright and reproduction release appears in detail elsewhere in the EPM (Sections II, III, and IV, see Indexes) and will not be repeated in its entirety here.

The Level field is mandatory and its existence, along with the mandatory Pagination field, is necessary in order for the computer program to generate the EDRS Price field. Each of the three Level Codes generates a different type of statement, e.g.:

Level 1 — MF01/PC01 Plus Postage.
Level 2 — MF01 Plus Postage. PC Not Available from EDRS.
Level 3 — Document Not Available from EDRS.

For further information on the MF and PC codes, see the discussion under EDRS PRICE in Section V.

b. Level 1 Documents (Available from EDRS in Both MF and PC)

Documents announced in Level 1 fall into one of the subclasses, as described below:

- *Document Not Copyrighted*

  These are documents that:

  — have been produced, sponsored, or funded by the Federal Government (and therefore are in the public domain), or

  — specifically waive copyright or reproduction rights (waiver appears on the document itself).

  Documents falling into one of the above categories should not have the Reproduction Release stickers, referred to in the next paragraphs, affixed to the documents.

- *Document Copyrighted: Full Release Obtained*

  All documents not falling into one of the two circumstances above are presumed to be copyrighted and thus the Clearinghouse must have a reproduction release from the copyright holder granting permission for ERIC to reproduce the document. Such documents must have a release statement, including the copyright holder's name, affixed in the form of a sticker to the title page or cover, as follows:

> "PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
>
> _____
>
> _____
>
> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOTE: Blank stickers are supplied by the ERIC Facility upon request. Details on their use are covered in EPM Section IV.

The purpose of these stickers is to alert users and purchasers of the microfiche and paper copy that permission to reproduce has been granted to ERIC and that if further reproduction is desired, they must contact the individual or organization granting the release.

- *Government Printing Office (GPO) Documents*

  These documents are announced at Level 1 to ensure continued availability after they go out of print at GPO. GPO is cited in the Availability field as an alternative availability, when appropriate. Do not affix Reproduction Release labels to these documents.

- *Department of Education (e.g., OERI, NCES, etc.) Documents*

  All documents produced, funded, or sponsored under the auspices of the Department of Education, or any of its subdivisions, should be entered at Level 1. Included under this Level 1 requirement are all ERIC Clearinghouse publications, unless special permission has been granted to process at Level 2. Because these documents are Federally funded, do not affix a Reproduction Release label.

c. Level 2 Documents (Available from EDRS in MF Only)

Documents announced at Level 2 fall into one of three subclasses, as described in the following paragraphs. When possible, a non-ERIC source for original copies or paper reproductions should always be cited for Level 2 documents.

- *Document Copyrighted; Limited Release Obtained.*

  These are copyrighted documents for which the Clearinghouse has received a release from the copyright holder granting permission for ERIC to reproduce the document in other than paper copy.

  Such documents must have a release statement, including the copyright holder's name, affixed in the form of a sticker to the title page or cover, as follows:

> "PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY
>
> _____
>
> _____
>
> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOTE: Blank stickers are supplied by the ERIC Facility upon request. Details on their use are covered in EPM Section IV.

- *Documents of Marginal (But Acceptable) Reproduction Quality*

  Documents of marginal legibility may also be documents that, for various reasons, are nevertheless desirable to accession into the ERIC system. Level 2 input may often be the best solution in such cases, and Clearinghouses should not hesitate to use this Level, where appropriate, even if the document was released at Level 1. A microfiche achieves preservation of a basic and important record at relatively low cost whereas the much higher cost (to the user) of a paper copy reproduction requires a correspondingly higher level of legibility in order to be publicly acceptable as a commercial product. Examples of items in this category might be:

— PRIORITY Documents received from the ERIC Facility bearing the stamp **"Best Copy Available"**;

— ROUTINE documents of marginal physical quality, but classed by the selection criteria as mandatory input, e.g., ERIC Clearinghouse publications;

— ROUTINE documents judged to be superior in overall content, but also with legibility/reproducibility defects that would result in poor paper copy reproduction, e.g., Congressional hearings.

In all such cases, a brief explanatory note stating the reproducibility problem should be added to the Note field.

- *Special Arrangements (with Document Contributors)*

ERIC has a number of blanket releases for Level 2 processing with certain organizations engaged in selling their own publications. For example, all National Education Association (NEA) publications (which are sold by NEA in original copies) may be announced only at Level 2. These organizations are persuaded that there is a benefit to them in their documents being in the ERIC database and that entry at Level 2 will not interfere with their own sales efforts. All such organizations must be cited as sources of availability for paper copy. For a list of these arrangements see the *ERIC Acquisitions Arrangements List* which is published annually by the ERIC Facility.

d. Level 3 Documents (Not Available from EDRS)

Level 3 documents are copyrighted documents (or documents whose reproduction has otherwise been limited or controlled) for which no reproduction release has been obtained. If a document is announced at Level 3, an alternative source must be cited in the Availability field. Level 3 documents formerly created a gap or hole in the ERIC microfiche collection. Beginning with the January 1989 RIE, this gap is being filled with a "dummy" microfiche containing only the Single Frame Resume for the document. At the present time, Level 3 input to ERIC amounts to less than 3% of total input.

SUMMARY OF SIGNIFICANT RULES

1. All documents entered into RIE must be assigned a Level of Availability code.

   - Level 1 — Available from EDRS in both microfiche (MF) and paper copy (PC).
   - Level 2 — Available from EDRS in other than paper copy.
   - Level 3 — Not available from EDRS.

2. The Level assigned to a document can be no higher than that given in the Reproduction Release label affixed to the front to the document. (Generally the two will agree, but occasionally a document released at Level 1 must nevertheless be assigned Level 2 because of legibility problems.)

3. GPO documents are to be assigned Level 1 (unless legibility problems dictate Level 2).

4. Documents produced, funded, or sponsored by the Department of Education or its subdivisions are to be assigned Level 1 (unless legibility dictates Level 2).

5. Documents of marginal paper copy reproduction quality should be assigned Level 2.

6. Level 2 documents should have, if known, a statement concerning paper copy availability added to the Availability field.

7. Level 3 documents must have an entry in the Availability field informing the user how a copy can be obtained.

8. The Level cited on the RIE resume, the shipping log, and the release sticker on the document should be consistent (unless document legibility problems lead to a Level 2 re-assignment where permission was granted originally for Level 1).

9. Documents considered to be in the public domain (i.e., produced by Federal funds) should not have a Reproduction Release sticker affixed to them.

B.17 NOTE

Profile	
Data Element/Field	- Descriptive Note
Data Entry Tag/Keyword	- NOTE_
Files	- RIE/CIJE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- No
Field Length	- RIE: 600 (Max.); 56 (Avg.); CIJE: 570 (Max.); 86 (Avg.)
Field ID No. (Tape)	- 38

TYPICAL ENTRY

NOTE_Paper presented at the Annual Meeting of the National School Boards Association (51st, San Francisco, CA, April 13-16, 1991).

a. General

The Descriptive Note field is a catch-all field intended to contain cataloger's notes that extend the description of the document or journal article and communicate miscellaneous information essential to the user. If a cataloger wishes to communicate any information not provided for by the other fields, it is entered in this field.

While Notes are wide-ranging in content, there are nevertheless certain recurring situations usually requiring notes:

- Papers presented at..., Speeches, Reprints, etc. (the circumstances under which the document was prepared or presented);
- Dissertations, Theses, Practicum Papers (type of degree, granting institution);
- Related Documents ("For related documents, see...");
- Analytics;
- "In" notes, for papers extracted from collections and entered individually;
- Extracts, Summaries, Derivations from Larger Documents;
- Documents with Legibility/Reproducibility Problems;
- Copyrighted Segments of Documents;
- Translations ("Translated by...");

- Miscellaneous Data (e.g., Prepared by...Committee; Funding also provided by...);
- Use of Note Field in CIJE (e.g., Journal availability information for obscure journals).

b. **General Guidelines**

The Note field can be used to capture a wide assortment of data not recorded elsewhere in the resume. The discussion which follows highlights only the primary uses of the field. Although there is an array of data found in the field, some conventions, such as in recording conference papers, have been established. The basic guidelines for all data in the field are:

- All characters in the ERIC Character Set may be used.
- Entries should be brief and succinct, but in accordance with English usage.
- Punctuation should be in accordance with the normal rules of English usage, e.g., independent thoughts should be separated with a period; semicolons may be used to separate closely related thoughts.
- ED and Clearinghouse Accession Numbers are to be entered in specific formats and always prefixed with the ED or Clearinghouse Prefix:

Single Numbers

Correct:	ED 123 456; CE 123 456
Incorrect:	ED123456; ED 123,456; ED-123-456 CE123456; CE 123,456; CE-123-456

Unbroken Range of Numbers

Correct:	ED 123 456-475 CG 123 456-475
Incorrect:	ED 123 456 - ED 123 475 ED 123 456 - 75 CG 123 456 - CG 123 475 CG 123 456 - 75

Broken Range of Numbers

Correct:	RC 020 123 and RC 020 125
Incorrect:	RC 020 123, 125

Never compress when the series has gaps.

- The field always concludes with a period.

c. **Conference Papers, Speeches, etc.**

Conference number, place, and date should always be placed in parentheses, in the standardized format shown below, after the conference name. Domestic (i.e., United States) meeting locations should be cited using the standard two-character postal codes for states. Foreign meeting locations should always cite the country and city. Locations are restricted to city, state, and country; do not include the names of universities, colleges, convention sites, etc., as part of the location.

Conference information is not limited to that found on the document itself. Typically Clearinghouses solicit a conference and enter many papers from that conference; papers may lack any or all information concerning the conference location, dates, etc. If known by the Clearinghouse, the Note field should include a complete citation for a conference. [It is not necessary to submit verification documentation to the Facility for conference information.] Abbreviations of the names of the entity holding the conference should not be used unless the "translation" of the abbreviation is not known.

Examples:

—Complete Conference Information

NOTE_Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).

—Number or Location or Date of Conference Not Known

NOTE_Paper presented at the Annual Indiana Reading Conference (Indianapolis, IN, April 26, 1991).

[The number of the conference is usually the information that is unknown.]

—Revision of a Conference Paper

NOTE_Revised version of a paper presented at the Conference on the Effects of Structural Change on Employment and Education (Washington, DC, June 14-17, 1989).

—Speech

NOTE_Speech presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).

—Reprint

NOTE_Reprint from Proceedings of the Annual Conference of the American Sociological Association (Toronto, Ontario, Canada, August 24-28, 1981).

—Dual Presentations of Same Paper

NOTE_Paper presented at the Meetings of the International Communications Association Telecommunications Conference '81 (Washington, DC, June 1, 1981) and the Oregon Association of Broadcasters (Newport, OR, June 12, 1981).

—Combined or Joint Meetings

NOTE_Paper presented at the combined Annual Meeting of the Midwest Popular Culture Association and the Midwest American Culture Association (Kalamazoo, MI, October 23-25, 1980).

d. Dissertations, Theses, Practicum Papers, Research Papers, Exit Projects

All such notes should be as brief as possible. If a university has several campuses, then a specific location should be cited if found on the document.

Examples:

NOTE_Ph.D. Dissertation, University of Illinois at Urbana-Champaign.

NOTE_Ed.D. Dissertation, Temple University.

NOTE_Doctoral Dissertation, University of Maryland, Baltimore.

NOTE_Ed.D. Practicum, Nova University.

NOTE_Master's Thesis, Yale University.

NOTE_M.L.S. Thesis, Indiana University.

NOTE_M.L.S. Thesis, Indiana University Southeast.
[If a university or college has more than one campus or location, cite the Location; main campus does not need a citation.]

NOTE_M.A. Thesis, Stanford University.

NOTE_Exit Project, Oregon State University.

NOTE_Master's Research Paper, Iowa State University.

NOTE_Educational Specialist Practicum, Nova University.

e. Related Documents

If it is desirable for any reason to refer to other documents related to the one in hand, the reference should be entered in the Note field. Do not enter the data in the Abstract field. Whenever it can be done succinctly, the related note should identify the item and the relationship, e.g., student edition, teacher's manual, etc.

Example:

NOTE_For related documents, see TM 020 499-503.

Related documents may be other volumes in a multiple volume set, other volumes in the same series, other volumes on the same project, appendices to a given report, other papers emanating from the same conference, etc. References to related documents should be made judiciously and should not attempt to cover an excessive number of documents.

Examples:

NOTE_For volume 1, see ED 330 596.

NOTE_For the final report, see SE 052 309.

NOTE_For the corresponding student's manual, see SP 013 456.

Whenever possible, the ED number of the related document should be cited rather than the Clearinghouse Accession Number. However, when the items are all in the same issue of RIE, the ED number is not known at the time the description is being prepared and therefore the Clearinghouse Accession Number must be used. It is acceptable to cite a mix of Clearinghouse Accession Numbers and ED Accession Numbers, citing earlier items first. Do not cite a number to be included in a future issue of RIE, since if the announcement did not materialize, the reference would be "blind."

Examples:

NOTE_For related document, see ED 223 345.

NOTE_For related documents, see ED 223 345 and FL 123 456-475.

As part of the editing process at the ERIC Facility, each Clearinghouse or ED number is verified as to its accuracy and, in the case of Clearinghouse Accession numbers, its existence. In addition, the Note field of each item cited as related within the issue is checked to be certain it also contains the "reciprocal" Note. Obviously reciprocal Notes are only possible when the related items are in the same issue.

Examples:

NOTE_For student edition, see CG 123 456. [Item itself has Clearinghouse Accession Number CG 123 455.]

and

In the Note field of CG 123 456 would appear:

NOTE_For teacher's manual, see CG 123 455.

Related notes normally should not contain long strings of numbers extending over many RIE issues (e.g.: NOTE_For earlier volumes in this series, see ED 123 456, ED 170 678, ED 223 798, ED 224 880, ED 237 900, ED 248 910, ED 303 455, ED 317 777, ED 328 678). Instead, "piggyback" the numbers and cite only the latest in the series, i.e., ED 328 678. When the user goes to that record, presumably the next earlier volume, ED 317 777 will be cited in turn. This procedure should be used especially when the documents are earlier editions of like titles. If it is desirable to pull together a series of volumes where the editions of a popular, recurring document have titles which are difficult to retrieve because they were produced under different names, then a cumulation of numbers such as above should be entered for one annual edition, with subsequent entries referring only to the latest.

In the case of a sequential group of related documents, the "related document" note should be written in compressed form and may refer to itself as part of the sequence, e.g., for the note to be included on TM 123 458:

Correct:	NOTE_For related documents, see TM 123 456-460.
Incorrect:	NOTE_For related documents, see TM 123 456-457, and TM 123 459-460.

f. Analytics

Analytics are documents put into the system in two ways: as a single entry and as separate entries for the individual items within that single entry. The most common use of analytics is for documents which are conference proceedings containing numerous conference papers on a range of topics or a collection of papers on various subjects (e.g., readings in teaching geography, educational research on elementary instruction). The entire conference proceedings, when analyzed, is referred to as the "parent" and the individual papers within the proceedings as the "children." Processing documents as analytics allows users the option to obtain only the specific paper or papers they are interested in rather than having to obtain the entire larger and more expensive "parent" document.

Children of analytics are normally required to be entered at Level 1 or 2; Level 3 may be used on occasion, but only with prior approval of OERI. (Use of an extended length, table-of-contents type abstract usually obviates the need for a Level 3 analytic.) All items to be analyzed must be entered in the same issue of RIE and not spread over more than one issue.

The Note field of the parent, i.e., the proceedings, should be cited as:

NOTE_For individual papers, see HE 020 310-350.

The Note field of the children, i.e., the individual paper would be cited as:

NOTE_In: Colleges Today, Proceedings of the National Conference on Higher Education (10th, Washington, DC, May 10-13, 1991); see HE 020 309.

If a proceedings/collection as well as the individual items within it have a corporate source which is cataloged, then the entry of the children would read:

NOTE_In its: Education Today, Proceedings of the Invitational Seminar on the Future of Education (Washington, DC, November 19, 1991).

The "its" refers to the corporate source. Papers contained within a published proceedings should always be treated as analytics and not cited as "Paper presented...."

g. **"In" Notes**

Occasionally individual papers or chapters are analyzed out of larger documents that themselves may or may not be going into the system. The cataloging records the specific title and author of the analyzed paper, but also needs to put the paper in context by referring to the larger work of which it is a part. This is best done by an "In" or "In its" note. The "In" note references the title, author and/or institution, series and/or publication date of the larger work. If the institution of the part is the same as that of the larger work, an "In its" note may be used, avoiding duplication of the institution reference.

Examples:

NOTE_In: The Collected Teachings of Confucius. Oxford, Clarendon Press, 1987. v5, p79-124.

NOTE_In: Brown, James, Comp. Selections from Famous Diaries. New York, Decker Press, 1990. p240-259.

NOTE_In its: Papers and Reports on Child Language Development, Number 25, p160-169, Aug 1988.

NOTE_In its: Workpapers in Teaching English as a Second Language, Volume 25, p69-102, Dec 1989.

h. **Extracts, Summaries, Derivations, etc., from Larger Documents**

ERIC Digests and other publications often condense or synthesize larger documents into a smaller document; in the case of Digests, a two-page document. The Note field is used to reference the larger document being winnowed down. If the Digest or other condensation cites the larger document, that citation should be entered in the Note field as found.

Examples:

NOTE_Based on "Education and Society," by Julia Jones, see ED 123 456.

NOTE_Excerpted from "Education and the Future," by Timothy Adams, see ED 123 456.

NOTE_Data derived from the Pennsylvania Department of Education's "Listing of Public School Enrollments by County, School and Race" for 1986-87, 1989-90, and 1990-91.

i. **Documents with Legibility/Reproducibility Problems**

Documents that contain material of marginal legibility that may not reproduce satisfactorily should have a brief note added alerting the user to such material. If the document has been assigned Level 2 (i.e., no paper copy) because of such material, then a note must be added explaining the situation.

Examples:

NOTE_Appendix C contains photographs that may not reproduce clearly.

NOTE_Contains many pages of small, broken type.

NOTE_Printed in colored ink on colored paper.

NOTE_Appendixes may not reproduce clearly.

NOTE_Charts/figures may not reproduce clearly.

NOTE_Small print in tables may not reproduce clearly.

NOTE_Appendix D contains difficult-to-read computer type.

NOTE_Light type throughout.

NOTE_Appendix B not in the document received by ERIC and is unavailable.

NOTE_Sample questionnaires contain handwriting.

Regardless of the Level, reproducibility problems should be called to the user's attention. Brief statements in the Note field will alert users to problems and thereby reduce complaints about microfiche and/or reproduced paper copy quality.

Since the EDRS Price field for Level 2 documents contains the statement **"Paper copy not available from EDRS"**, do not repeat this information in the NOTE field.

All legibility problems should be stated as briefly as possible.

TOO LONG NOTE_Some of the figures and some of the tables in part C may not reproduce well due to small and broken type.

IMPROVED NOTE_Some part C pages marginally legible.

or

Some part C pages may not reproduce clearly.

TOO LONG NOTE_Figure 3, page 13 (Sample: Student Station Utilization Chart) and Figure 4, page 14 (Sample Data: Student Station Utilization) may not reproduce well due to marginal legibility of original.

IMPROVED NOTE_Several figures may not reproduce well due to marginal legibility.

j. Copyrighted Segments of Documents

If a document has been made available for Level 1 processing by eliminating a copyrighted portion, an entry concerning the missing material must be made in the Note field in one of the following formats:

NOTE_Pages 121-143 of the original document are copyrighted and therefore not available; they are not included in the pagination.

NOTE_Pages 64, 66, and 68 of the original document are copyrighted and therefore not available; they are not included in the pagination.

k. Translation

The translators of works having their own Personal Author are not cataloged in the Personal Author field. If it is felt useful to record the name of the translator, the information should be cataloged in the Note field, as follows:

NOTE_Translated by Pyotr Kasparov.

l. Miscellaneous Data

In addition to information discussed above, the Note field is also used to provide data that should be captured, but that does not "fit" into another field. Among the miscellaneous uses are the following examples:

- **Document prepared by a committee, collective group, task force, project, etc.**

  If the title of the document does not include the name of the committee, collective group (e.g., "Revising Science Instruction. Report of the Curriculum Committee."), then the Note field should be used.

  NOTE_Prepared by the 1990-1991 Curriculum Committee.

  [The institution of which the committee is a part would be cited as the corporate source.]

  NOTE_A publication of the "Save Our Schools Project."

- **Sponsor is a transient organization that will not have a continuing existence**

  An organization such as a memorial fund or search committee may exist for a year or two and then fade from existence, never to be seen again. Rather than clutter up the *Source Directory* with such transient organizations, it is often the better course to simply cite the information in the Note field.

  NOTE_Funded by the Jason Memorial Fund.

- **Document cites a long list of sponsors**

  Sometimes a document will cite so many financial supporters that it is not practical to catalog them all. In such instances a major supporter (or supporters), if this can be determined, may be cataloged selectively. The rest of the supporters can be referenced in the Note field.

  NOTE_Funding also received from the Education Fund of the Pocono Society for Historic Preservation.

- **An organization appearing in the document is a subunit of an already existing small organization**

  Rather than establish a new code for a subunit of an already small organization, it is better to catalog under the main organization and, if necessary, cite the subunit in the Note field.

  NOTE_Prepared at Washington Junior High School.
  [The school district would be the corporate source.]

  NOTE_Prepared in the Department of Curriculum Development.

- **The organization name contained on the document is incomplete and cannot be verified as to format, geographic location, or relationship to document**

  In such situations, where there is not enough information on which to base the creation of an entry in the *Source Directory*, the information is cataloged in the Note field verbatim, as it appears on the Title page.

- **Numbers associated with document that are not report numbers**

  Occasionally Title pages will have numbers which appear to be non-report numbers, but may need to be recorded. For example, reports from the National Center for Education Statistics (NCES) frequently cite "Data Series...." This information is not a report number and should be entered in the Note field exactly as listed on the document.

  Example:

  NOTE_Data Series: DR-NELS:88-88-1.7.

  A Serial No. appears on some Congressional hearings (in some cases several numbers on one document). This number also should be added to Note field.

  Example:

  NOTE_Serial No. 102-53.

- **Cover Title vs. Title Page Title**

  Sometimes the title on the title page and the cover are at variance. The title that is not cataloged in the Title field should be referenced in the Note field. This information will provide an additional retrieval point.

  Example:

  NOTE_Cover title: "Pararprofessionals in the Public Schools of Utah."
  [Title selected and entered in the Title field was: "The Role of Paraprofessionals in Utah Schools."]

- **Accompanying Non-Print Material**

  If a document has non-print material such as a videotape, computer diskette, etc., that information should be recorded in the Note field.

Example:

NOTE_An Apple high density diskette and a VHS videotape accompany this document.

m. **Use of Note Field in CIJE**

Beginning with the January 1984 issue of CIJE, the Note field was added to CIJE resumes. It can be used in some of the following ways:

- **Availability of "Oneshot" Journals**

One of the primary uses in CIJE for the Note field is to provide a place to cite the availability of "oneshot" journals (i.e., journals not regularly covered by CIJE and thus not listed in the *Source Journal Index* of that publication). As indicated in the discussion of the Availability field elsewhere in Section V, the Availability field may not be used for such information in CIJE; instead the data is provided in the Note field.

Example:

NOTE_Journal availability: American Association of University Administrators, 2121 "I" St., N.W., 8th Floor, Washington, DC 20052.

If there are a number of articles from the same journal, subsequent items in the same issue may have the following field:

NOTE_For journal availability, see HE 529 387.

Availability information for regularly covered journals is listed in the *Source Journal Index*; the Note field should not be used to replicate this information.

- **Other Uses of the Note field in CIJE**

— Theme Issues (One issue devoted to just one topic)

NOTE_Theme issue topic: "Reducing the Dropouts."

— Institutional Information

NOTE_A position statement of the International Reading Association.

NOTE_Prepared by the National Education Association.
[Since CIJE does not have a corporate source field, the Note field can be used record this information.]

n. **Historical Background of the Note Field**

From 1966 through 1978, the language of non-English language documents was described in the Note field, e.g., "In French." Beginning with the January 1979 issues of RIE (ED 157 988) and CIJE (EJ 186 218), the language(s) of documents has been indicated in the Language field.

BEST COPY AVAILABLE

SUMMARY OF SIGNIFICANT RULES

1. The Descriptive Note field is intended as a place to put a wide variety of information that should be communicated to the user, but that does not fit in any of the other fields, e.g., meeting where paper was presented, dissertation/thesis notes, related document notes, legibility problems, etc.

2. Punctuation should be in accordance with the normal rules of English usage, e.g., separate completely different thoughts or notes with a period rather than a semicolon, just as you would in regular text. However, the semicolon does not function as a subfield delimiter in the Note Field and may be used as a normal element of punctuation.

3. Documents containing significant amounts of marginally legible reproducible material should carry a Note alerting the potential purchaser to this fact.

4. "Parent" documents should always carry a Note referring to any analytic "children" being individually entered.

5. When citing related ED numbers, use proper format, e.g., "For related documents, see ED 338 996-997, ED 338 999, and ED 339 101."

6. When noting related documents, specify the nature of the relationship when possible.

7. The standard two-character postal abbreviations for the states should be used in this field, where appropriate.

EXAMPLES

PAPER PRESENTED AT...	Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
DISSERTATION	Ph.D. Dissertation, University of Connecticut.
RELATED DOCUMENT(S)	For related documents, see UD 028 376-392.
REPRODUCIBILITY PROBLEMS	Document contains small type.

B.18 PAGINATION

Profile	
Data Element/Field	- Pagination
Data Entry Tag/Keyword	- PAGE_
Files	- RIE
Mandatory/Optional	- Mandatory
Data Provided By	- Level 1 & 2 (ERIC Facility); Level 3 (Clearinghouse)
Character Set	- Numeric
Subfields Permitted	- No
Field Length	- 1 (Min.); 10 (Max.)
Field ID No. (Tape)	- 39

TYPICAL ENTRY (RIE Only)

PAGE_1543

a. **General**

The Page field for Level 1 and 2 documents contains the number of microfiche frames needed to film the document; for Level 3 documents (i.e., those documents not available from EDRS), the number recorded is typically the last numbered page in the document. Pagination in RIE is not calculated according to normal library rules, but is instead equivalent to the number of microfiche frames required to film the document. The pagination number is used by the RIE computer system to determine how many microfiche will be required for each document. Since the total number of fiche for each accession is indicated on every fiche (e.g., "Card 1 of 5," etc.) and the number of total microfiche frames determines the EDRS microfiche and paper copy prices, accuracy in page counting is essential.

In order to achieve the needed accuracy and consistency, the pagination of Level 1 and Level 2 documents (i.e., those available from EDRS) is centralized at the ERIC Facility. The detailed instructions for the Clearinghouses on arranging and preparing a document for pagination and filming are discussed in Appendix B of this Manual, entitled, "Document Preparation (for Filming)," and are not repeated here. However, information on the procedures the Facility uses to number stamp the various kinds of pages it receives from the Clearinghouses is discussed below.

b. **General Guidelines**

Clearinghouses are responsible for all document preparation including the proper arrangement of the document, its completeness, etc. All Level 1 and 2 documents are to be shipped to the ERIC Facility without cataloging the Pagination data element. Essentially all documents shipped for Level 1 or 2 will be 8½" x 11 (portrait or right reading) or 11" x 8½" (wrong reading or landscape). The latter will be filmed as two pages.

There is no upper limit on the size of a document (i.e., a document is acceptable even if it is 5,000, 10,000, etc. pages); thus documents too large to be bound as one item, but with continuous pagination, should be treated as one document. ERIC policy requires that documents under five pages (except for ERIC Digests, which are typically two pages) should be reviewed by the Clearinghouse Management but, if approved at that level, may be entered into the system.

However, in the case of Level 3 documents (i.e., those not available from EDRS), the Clearinghouses would not normally send such documents to the ERIC Facility. It is necessary, therefore, that the Clearinghouses catalog the pagination for Level 3 documents. Level 3 pagination can be determined in accordance with normal cataloging rules, since Level 3 documents are not microfilmed and sold by EDRS. In the case of Level 3 documents, an entry in the field by the Clearinghouse is mandatory. Normally the last numbered page is the pagination number cited for Level 3 documents.

c. **Procedures for Arranging and Paginating Level 1 and 2 Documents**

Pagination for Level 1 and 2 documents is not simply the number of sheets of paper or sides with printing. It is, instead, defined as the number of microfiche frames required to photograph the entire document, which is frequently another number entirely. Therefore, special procedures are followed to determine pagination, as follows:

- **Number Stamping (ERIC Facility Function)**

  All pages, or portions of pages which will become microfilm images, will be sequentially number-stamped, using a Numbering Stamp Machine. The numbering machine should have numerals approximately one-quarter inch (¼") high, and should have a capacity of at least 4 digits. If all pages of the document are 8½" x 11" or smaller, each page is number-stamped once, preferably at the bottom center of the page.

- **Single Frame Resume Allowance (ERIC Facility Function)**

  Since the first page of a microfiched document is always the Single Frame Resume produced at the ERIC Facility, stamping begins by numbering the first filmable page of the document (title page or cover) with the number 2. With this procedure, the number of the last page stamped on the document will then be the number of actual microfiche frames that will be required of EDRS.

- **Valid Pages vs. Invalid Pages (Clearinghouse Function)**

  All printed pages, including covers, prefaces, title pages, frontispieces, indexes, pocket materials, etc., should be arranged in the sequence in which they are to be number-stamped and microfilmed. Covers and/or title pages are the first pages of a document to be filmed. When these two pages are completely identical to one another, as sometimes occurs, one can be considered unnecessary and deleted. Blank pages, superfluous tabbed separators, etc., are either deleted or marked "Do Not Film." All "printed" pages are paginated and eventually filmed.

d. Recording the Pagination

Following the completion of pagination, the number of pages (i.e., frames to be filmed) is added to the Page field. The number is added without punctuation or a "p." The field is mandatory and must be present along with a completed Level field in order for the EDRS Price field to be computed.

e. Additions to the Page Count

Normally, the Single Frame Resume referred to earlier in this discussion is only one page in length. If, during editing, the resume is found to be the table-of-contents type, which will not fit on one page because it is extra long, a second page is added to the count, but the document is not re-stamped.

B.19 PUBLICATION DATE

Profile	
Data Element/Field	- Publication Date
Data Entry Tag/Keyword	- PDAT_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory
Data Provided By	- Clearinghouse (RIE); Computer (CIJE)
Character Set	- Alphabetic, Numeric, Brackets
Subfields Permitted	- No
Field Length	- 2 (Min.); 7 (Max.) 5 (Avg.)
Field ID No. (Tape)	- 23

TYPICAL ENTRIES (RIE)

PDAT_5Sep91
PDAT_30Sep91
PDAT_Sep91
PDAT_91
PDAT_[91]

TYPICAL ENTRIES (CIJE)

No entry required by cataloger; Publication Date is derived by the computer from the last four characters in the journal citation and the year only inserted into the record in this field in the above format.

a. Cataloging RIE Publication Dates

(1) General

The Publication Date of the document is a mandatory field and should be entered with as much precision as the information in the document permits. If no Publication Date, as such, appears on the title page, cover, or elsewhere in the document, the following may be used, in order of preference:

- Date work completed;
- Date report submitted;
- Date paper presented;
- Copyright date (latest);
- Date provided by external documentation (e.g., reproduction release, letter of transmittal, etc.);
- Date estimated from data within the document (e.g., latest entries in bibliography).

The Publication Date is entered in one of the following formats only:

- 3Jun92
- 14Jun92
- Jun92
- 92

Only the last two digits of the year of publication are used in the database. Some of the online or CD-ROM vendors, for the sake of consistency throughout their outputs, expand this data element back to its original four characters (e.g., "1992.").

Do not leave blanks or supply zeroes for missing information. Use only the following three-character abbreviations for the months:

Jan	Feb	Mar	Apr	May	Jun
Jul	Aug	Sep	Oct	Nov	Dec

Use only one of the above formats. No other variations (e.g., Spr, Aut, Win, Sept., etc.) are permissible.

If the Publication Date is determined by the cataloger by inference, or from information not in the document, enclose the supplied date in square brackets [Apr92]. Publications which are later editions of originals that were published earlier should be assigned the date of the later edition and not the date of the original.

(2) Importance of the Publication Date Field and Its Mandatory Status

Until 1982, the Publication Date was an optional data element; however, it was present on over 99% of all records. The Publication Date can be a crucial piece of information to the user attempting to restrict or to evaluate search output. Restricting search output to items prepared in a given time period is one of the most common ways to partition the file and thereby to limit output. When searches employ the Publication Date as an element in the search logic, the absence of a date can prevent an otherwise legitimate retrieval from occurring.

In addition, the Publication Date may be important when a user does a subject search in "high tech" areas such as computers; for example, a guide for specific computer usage dated "1978" probably would be of little value to users today unless the object of the search is to develop a historic literature review.

Documents generally carry dates on their covers, title pages, or front matter. When not explicit, dates can often be inferred from internal evidence (including bibliographic entries). In addition, contacts with authors or sources via telephone, correspondence, FAX, etc., can also often reveal dates. Although for most fields catalogers are advised to catalog solely from the document inhand, the Publication Date is one field for which some data must always be supplied, whether on the document or not.

b. CIJE Journal Articles

The Publication Date field in CIJE is supplied by the computer, which copies the year from the Journal Citation field and enters it in the Publication Date field. Clearinghouses should not catalog any data for this field in CIJE.

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SUMMARY OF SIGNIFICANT RULES

1. The Publication Date is a mandatory data element for all RIE and CIJE records.

2. The cataloger must enter a Publication Date for all RIE records. Invariably, it either appears explicitly on the document or can be inferred (to at least the year) from internal evidence.

3. If necessary, Publication Dates may be supplied by the catalogers on the basis of information not in the document, or on the basis of non-explicit clues contained in the document.

4. The format of data in this field is restricted to:

   2 numeric (day)
   3 alpha (month)
   2 numeric (year)

   recorded without blank spaces, e.g., 30Apr92.

5. If a Publication Date is supplied by the cataloger based on indirect evidence or by inference, the Date should be enclosed in square brackets: [92].

6. In CIJE, the Publication Date field is generated automatically by the computer from the trailing data (i.e., year only) cataloged in the Journal Citation field.

EXAMPLES

Day, Month, Year	4Dec91
	25Mar92
Month, Year	Feb92
Year Only	92
Date Estimated by Cataloger	[91]

B.20 EDRS PRICE CODE

	Profile
Data Element/Field	- EDRS Price Code
Data Entry Tag/Keyword	- PRICE_
Files	- RIE
Mandatory/Optional	- Mandatory
Data Provided By	- Facility — Computer Generated from Level and Pagination Data
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- No
Field Length	- 33 (Min.); 62 (Max.); 38 (Avg.)
Field ID No. (Tape)	- 37

TYPICAL ENTRIES (RIE Only)

Level 1	EDRS Price - MF01/PC03 Plus Postage.
Level 2	EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Level 3	Document Not Available from EDRS.

NOTE: This data element is not cataloged by the ERIC Clearinghouses.

The EDRS Price Code field is not entered manually[18] by either the ERIC Clearinghouses or the ERIC Facility. The contents of this field are generated automatically by the computer system on the basis of data contained in the Level and Pagination fields. The Level determines the format of the statement (as shown in the "typical entries"). The Pagination determines the specific codes(s) (e.g., MF01, PC03, etc.) inserted into the statement. The codes increase with increases in document size, according to the conversion table shown in **Figure V-12**. The meaning of the codes (in dollars and cents), and hence the table, changes whenever EDRS announces a price change (on approximately an annual basis). However, the codes themselves do not change and the data on the ERIC Master Files, therefore, remain valid.

[18]The only time this field is manually keyed is when changes must be made during backfile corrections. The program does not automatically generate the field if existing pagination and/or Level data are changed on the Master File.

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1 - 25	$ 3.20
PC 02	26 - 50	6.40
PC 03	51 - 75	9.60
PC 04	76 - 100	12.80
PC 05	101 - 125	16.00
PC 06	126 - 150	19.20
PC 07	151 - 175	22.40
PC 08	176 - 200	25.60
PC 09	201 - 225	28.80
PC 10	226 - 250	32.00
PC 11	251 - 275	35.20
PC 12	276 - 300	38.40
PC 13	301 - 325	41.60
PC 14	326 - 350	44.80
PC 15	351 - 375	48.00
PC 16	376 - 400	51.20
PC 17	401 - 425	54.40
PC 18	426 - 450	57.60
PC 19	451 - 475	60.80
PC 20	476 - 500	64.00
PC 21	501 - 525	67.20
PC 22	526 - 550	70.40
PC 23	551 - 575	73.60
PC 24	576 - 600	76.80
PC 25	601 - 625	80.00
PC 26	626 - 650	83.20
PC 27	651 - 675	86.40
PC 28	676 - 700	89.60
PC 29	701 - 725	92.80
PC 30	726 - 750	96.00
PC 31	751 - 775	99.20
PC 32	776 - 800	102.40
PC 33	801 - 825	105.60
PC 34	826 - 850	108.80
PC 35	851 - 875	112.00
PC 36	876 - 900	115.20
PC 37	901 - 925	118.40
PC 38	926 - 950	121.60
PC 39	951 - 975	124.80
PC 40	976 - 1,000	128.00

ADD 3.20 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1 - 480	1-5	$1.16
MF 02	481 - 576	6	1.41
MF 03	577 - 672	7	1.66
MF 04	673 - 768	8	1.91
MF 05	769 - 864	9	2.16
MF 06	865 - 960	10	2.41
MF 07	961 - 1,056	11	2.66
MF 08	1,057 - 1,152	12	2.91
MF 09	1,153 - 1,248	13	3.16
MF 10	1,249 - 1,344	14	3.41
MF 11	1,345 - 1,440	15	3.66
MF 12	1,441 - 1,536	16	3.91
MF 13	1,537 - 1,632	17	4.16
MF 14	1,633 - 1,728	18	4.41
MF 15	1,729 - 1,824	19	4.66

ADD $0.25 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

FIGURE V-12: Price Conversion Table (Effective January 1992)

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B.21 PUBLICATION TYPE

Profile	
Data Element/Field	- Publication Type
Data Entry Tag/Keyword	- PUBTYPE_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory
Data Provided By	- Clearinghouse
Character Set	- Numeric
Subfields Permitted	- Yes (up to 3)
Field Length	- 3 (Min.); 9 (Max.)
Field ID No. (Tape)	- 19

TYPICAL ENTRY

PUBTYPE_143; 160

a. General

The Publication Type field is designed to carry up to three 3-digit numeric codes, each designating a broad category or type of document or literature. *The purpose of this field is to describe the form of the document itself, not the subject of the document.*

The numeric codes, and the categories they represent, are displayed in two figures. **Figure V-14** is a summary listing of the codes and their meanings. **Figure V-15** provides detailed Scope Notes and examples of documents in each type. In addition, **Figure V-16** is an alphabetic index leading the cataloger from various types of publications to the most appropriate category (or categories).

This is a mandatory data element and is to be included in the cataloging for both RIE and CIJE. **NOTE:** The computer system automatically assigns 080 (Journal Article) to all CIJE records. No action is required by the cataloger to assign this code to CIJE entries.

Although a maximum of three (3) codes is permitted, in many cases one will be sufficient. Over-indexing by Publication Type should be avoided.

b. Reason for the Field

The Publication Type field was created so that ERIC users can restrict (i.e., partition) their searches to specific document types. For example, an elementary school curriculum specialist searching for curriculum guides on teaching reading to the learning disabled may not wish to see research reports or dissertations on the topic. Through the coordination of the subject content terms and the PUBTYPE field, the searcher can restrict output to the type of document desired, e.g., classroom materials intended for the teacher.

c. **Assignment of Publication Type**

The reason for the field's existence dictates the primary question a cataloger should always keep in mind when assigning Publication Type:

Would this item satisfy searchers seeking this document type?

Example: Users looking for literature reviews on bilingual education research are probably not going to be satisfied with a conference paper cataloged as a "literature review" when it is merely a 7-page paper containing a one-page overview of research.

The Categories that appear in the Publication Type list are intended to describe the organization or form of a document, as contrasted to the subject content of a document. For example, a bibliography, a directory, a dissertation, a regulation, a test, a teacher guide, are all particular ways in which information on a topic may be arranged, organized, presented, displayed, etc., for the user. Knowing that an item is expressed in one of these forms may tell the user something about the uses to which it can be put, but tells the user nothing about the academic discipline, research/problem area, or social content dealt with in the document.

Some categories are more abstract than others. The categories **"Books," "Journal Articles,"** and **"Speeches"** are virtually "empty containers" in which anything might reside and in which any topic (or other form, for that matter) can be found. The categories **"Dissertations"** and **"Tests,"** on the other hand, are not so "empty" and communicate much more information about the organization and structure the user will find in such an item. Nonetheless, the information communicated still pertains strictly to the organization/display/array/layout/treatment/structure/form of the material and not to any subject matter that it may address.

The different levels of form categories create a complex situation. A given item may be a **"Journal Article,"** but it may also be a **"Research Report."** A **"Book"** may also be a compilation of **"Statistical Data."** In order to resolve this problem, it is necessary to permit the cataloger to make multiple category assignments. Up to three form assignments are permitted. However, most documents will not require that many and can be categorized adequately with one or two codes.

It is crucial, however, for the cataloger to keep in mind that Publication/Document Type deals with form and not content. To assign the category **"Bibliographies"** is to say that an item is organized as a bibliography; it is not necessarily about bibliographies. To assign an item the category **"Reference Materials"** is to say that it is either wholly or substantially a reference document; it is not necessarily about reference.

Virtually all of the category names have the potential of referring to content. For example, it is possible to conceive of a research report the subject of which is the bibliometry of research reports. For this reason, most of the category names can also be found to exist as Descriptors in the ERIC *Thesaurus*, or as authorized Identifiers in the *Identifier Authority List*.

d. **Publication Type/Descriptor Relationship**

Descriptors, as the name suggests, provide a brief description of a document using specific indexing terms (**see Indexing, Section VII**). Descriptors identify not only subject content, but also other categories of information (e.g., educational level, age level, research methodology, type of survey instrument used, population, etc.). Confusion sometimes occurs between subject content and these other categories. To reduce this confusion, the PUBTYPE field was created in 1974. Under this scheme, basic information about the type of document, formerly covered in the Descriptor field, is entered instead in the PUBTYPE field.

However, since Publication Types are relatively broad in scope, Descriptors may be assigned to augment or refine the document type (e.g., the Descriptor "Annotated Bibliographies" augments the PUBTYPE "Bibliographies"; Descriptors "Aptitude Tests," "Questionnaires," "Surveys" can augment PUBTYPE "Tests"). When Descriptors are used for augmenting the PUBTYPE, they are typically entered as Minor Descriptors. Only in unusual circumstances will the PUBTYPE also be the subject of the document and warrant the assignment of a Major Descriptor (for example, a state curriculum guide on how to develop curriculum guides at the state level would be indexed with the Major Descriptor "State Curriculum Guides."

The Descriptors that correspond exactly to Publication Type categories, or that are considered sufficiently parallel to Publication Type categories that they should not be used as index terms (unless they also reflect subject matter), are flagged in the ERIC *Thesaurus* and carry the following Scope Note: "Corresponds to PUBTYPE Code. Do not use except as the subject of a document." There are 22 Descriptors that carry this warning; they are listed in **Figure V-13** along with their corresponding PUBTYPE codes.

DESCRIPTOR	PUBTYPE
AUDIOVISUAL AIDS	100
BIBLIOGRAPHIES	131
BOOKS	010
CONFERENCE PAPERS	150
CONFERENCE PROCEEDINGS	021
COMPUTER SOFTWARE	101
DICTIONARIES	134
DIRECTORIES	132
DOCTORAL DISSERTATIONS	041
GUIDES	050
MASTERS THESES	042
MULTILINGUAL MATERIALS	171
PRACTICUM PAPERS	043
REFERENCE MATERIALS	130
REPORTS	140
RESEARCH REPORTS	143
SERIALS	022
SPEECHES	150
STATISTICAL DATA	110
TESTS	160
THESES	040
VOCABULARY	134

FIGURE V-13: Descriptors Corresponding to Publication Type Categories

e. **Publication Type Groups**

While multiple PUBTYPE codes (up to 3) are used in ERIC cataloging, there are certain groups of codes that should logically be regarded as mutually exclusive within themselves.

- **Collected Works (020-022 Group)**

  This category deals with collections of independent works by different persons or organizations. A serial/periodical publication comprised of separate individual articles is one type of collected work (022). The proceedings of a conference, containing either the papers given at that conference or surrogates of them, is another form of collected work (021). All other types of collections, not falling into the above two subcategories, are assigned the general code 020.

- **Dissertations/Theses (040-043 Group)**

  A given document should never be assigned more than one code from this group. A document cannot be both a Masters Thesis and a Doctoral Dissertation at the same time.

- **Practitioner-Oriented Materials (050-055 Group)**

  Most practitioner-oriented materials are either classroom-oriented or not. If classroom-oriented, such documents are usually intended either primarily for the student or primarily for the teacher. For these reasons, a document should generally not be assigned more than one code from this group. Exceptions occur on those occasions when a single document encompasses both the material intended for the teacher and the material intended for the student (or when two separate documents treating these two areas are combined by the Clearinghouse as one accession). [Catalogers should ask themselves the question "Where will this document be located in the classroom and who will use it? On the teacher's desk or on the student's desk; by the teacher or by the student?]

- **Information Analyses (070-073 Group)**

  Two numbers in this group are specifically used to identify ERIC Clearinghouse Publications:

  071 should be assigned to ALL ERIC Clearinghouse Publications; and

  073 is added to those ERIC Digests which will be available in full-text by some database vendors. [Currently the ERIC computer program adds the 073 code to the ERIC Digests Online data at the time the full-text is added to the master file. To prevent confusion on the part of ERIC users, the 073 code does not appear in RIE.]

  Since Clearinghouse publications are essentially information analyses, 070 and 072 should not be used on documents already having 071 assigned.

- **Reference Materials (130-134 Group)**

  While it is possible for a document to belong to more than one of the subgroups listed under this group, it happens relatively infrequently. As a practical matter, only one of these codes will normally be assigned to a given document.

- **Reports (140-143 Group)**

  This is such a large category (30% of all input to RIE) that subgroups were developed to break it down into more manageable size. If the document is oriented toward reporting research/technological results, then it is 143. If the document concentrates on evaluation or studying the feasibility of something, then it is 142. If the document simply describes how a given project or program has progressed, then it is 141. Normally, only a single code should be assigned from this group, based on the principal emphasis of the document, and recognizing that the lines between subgroups are not completely sharp and that many reports contain at least some aspects of the various subgroups.

f. Special Projects

On occasion a special Publication Type code is used internally to tag documents for specific purposes. Because the codes used are not formal Publication Types, they do not appear on the Publication Type Lists appearing at the end of this discussion. Since 1990, Clearinghouses have been tagging high quality documents or journal articles which they believe are especially important and significant and which should form the basis of an ERIC special collection. Currently, the two codes used for this are: 800 ("Compact ERIC") and 801 ("ERIC Schooldisk").

Codes in the 800 group are carried on the ERIC Master File, but do not appear in the printed publications, or the online/CD-ROM versions of the database.

g. Historical Background of the Data Element

The Publication Type field began in RIE in September 1974 (ED 090 358). Originally the "code" consisted of a single alphabetic character. Beginning with the July 1979 RIE (ED 166 357) the current three-digit code began. The alphabetic character codes on records prior to July 1979 were automatically converted to the three-digit code. The Publication Type field began in CIJE in August 1979 (EJ 199 007).

SUMMARY OF SIGNIFICANT RULES

1. Publication Type is a mandatory data element for all RIE and CIJE input. At least one code must be assigned to each record; a maximum of three may be assigned.

2. Publication Type codes designate the form of the document, not its subject matter.

3. Certain Descriptors (see **Figure V-13**) that are identical to the names of Publication Type categories (e.g., Tests) should not be used at all in indexing unless they clearly represent the subject matter of the document. All other Descriptors that represent form (e.g., Diaries) should generally be used in indexing as minor terms.

4. In CIJE, the Publication Type code 080 (Journal Articles) is assigned automatically by the computer system to all records.

5. Entire conference proceedings volumes (code 021) should be distinguished from individual conference papers (code 150). Entire issues of serials (code 022) should be distinguished from individual articles from serials (code 080). Either code 080 or 022 should be assigned to every record containing an entry in the Journal Citation field.

6. All ERIC Clearinghouse Publications should be assigned Publication Type 071.

EXAMPLES

A Bibliography (Code 131 = Reference Works - Bibliographies)	131
A Script for Use in a Dramatics Class (Code 030 = Creative Works Code 051 = Instructional Materials)	030; 051
A Paper Presented at the Annual Meeting of the X Society, Reporting on Research and Containing a Copy of a Survey Instrument Sent to 5,000 Educational Researchers (Code 150 = Papers presented at... Code 143 = Research Reports Code 160 = Questionnaires)	150; 143; 160
ERIC Clearinghouse Publication [All ERIC publications, including Digests, should have this Pubtype]	071
ERIC Digests Online (ERIC Digests submitted for Full-Text Processing)	073

ERIC Publication Types

Code	Publication Type
010	BOOKS
	COLLECTED WORKS
020	— General
021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
050	— General (use more specific code, if possible)
	— Classroom Use
051	— Instructional Materials (For Learner)
052	— Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)
071	— ERIC Information Analysis Product (IAP's)
072	— Book/Product Reviews
073	— ERIC Digests (Selected) in Full Text
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NON-PRINT MATERIALS
101	— Computer Programs
102	— Machine-Readable Data Files (MRDF)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General (use more specific code, if possible)
131	— Bibliographies/Annotated Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials/Maps
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General (use more specific code, if possible)
141	— Descriptive (i.e. Project Descriptions)
142	— Evaluative/Feasibility
143	— Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	— Multilingual/Bilingual Materials

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FIGURE 14: ERIC Publication Types—Summary

CODE	TYPE/CATEGORY	SCOPE/DEFINITION
010	BOOKS	Pure form or "empty container." Should also be categorized elsewhere when applicable.
020	COLLECTED WORKS —General	Collections of separate works, composite works, materials of mixed or diverse character or multiple focus.
021	—Conference Proceedings	Records/minutes/proceedings/summaries of conferences, meetings, colloquia, symposia, seminars, workshops, congresses, etc. Intended for documents representing entire conferences.
022	—Serials	Serial (entire), periodicals, bulletins, newsletters, newspapers, collections of articles, sections of journals. Does *not* include numbers in a monographic series. For individual journal articles use JOURNAL ARTICLES (080).
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	Poetry, literary works, essays, novels, short stories, children's books, satire and humor, anecdotes, fairy tales, children's stories, fiction, proverbs, facetiae, quotations, maxims, belles lettres, correspondence, etc. Performing arts materials, dramas, plays, scenarios (movies, TV), scripts, theatre pieces, musical scores, ballets. If specifically intended as instructional materials, use also INSTRUCTIONAL MATERIALS (051).
	DISSERTATIONS/ THESES	Dissertations, theses, practicum papers.
040	—Undetermined	
041	—Doctoral Dissertations	
042	—Masters Theses	
043	—Practicum Papers	
050	GUIDES —General	Materials designed for immediate and practical use by either student, teacher, administrative or support personnel. These practitioner-oriented materials are subdivided into those intended for classroom use and those not intended for classroom use. Use the general category only when the document does not fall in one of the subcategories below.

FIGURE V-15: Publication Types (with Scope and Definitions) (Page 1 of 6)

CODE	TYPE/CATEGORY	SCOPE/DEFINITION
051	—Classroom Use: Instructional Materials (For *Learner*)	Instructional materials, readings, programmed texts, manuals, laboratory manuals, outlines, texts, workbooks, syllabi, study guides, orientation materials, textbooks, handbooks, exercises, learning modules, problems, resource guides. Materials intended for direct instruction of the *learner*; materials presenting the substantive information that forms the content of instruction.
052	—Classroom Use: Teaching Guides (For *Teacher*)	Curriculum guides, course outlines, units of study, lesson plans, teaching guides, leader guides, statements of behavioral objectives. Include Resource Guides (teacher-oriented), even if a combination of other types, e.g., Directories, Bibliographies. Materials intended as guides for the *teacher*—they may contain instructional materials, sample examinations, suggested learning activities, etc. Includes teaching tips, teaching techniques, "How to Teach" materials.
055	—Non-Classroom Use (For Administrative and Support Staff; and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	Techniques for support and administration, e.g., how to conduct teacher evaluation; how to conduct inservice programs, guides for research methodology, etc. Manuals, guides/guidelines, handbooks—intended to provide substantive information on "What exists" or "How to do it" for the educational support population. Booklets, pamphlets, brochures, circulars, notices treating or explaining various factual matters within the educational community, e.g., types of jobs available. Guides intended for teachers but not directly related to instruction, e.g., tips for better parent conferences.
060	HISTORICAL MATERIALS	Histories, historical reviews, historical accounts, oral history transcripts, primary historical source materials and documentation.
070	INFORMATION ANALYSES (Literature reviews, state-of-the-art papers)	State-of-the-art summaries (comprehensive treatments, overviews), trend analyses, *"What research says...," "What we presently know in a given area."* Information analyses and syntheses, focusing on findings and not simply on bibliographic citations, summarizing the substance of the literature and drawing conclusions from it. Distinct from annotated bibliographies. **NOTE:** See also **BIBLIOGRAPHIES (131).**
071	—ERIC Clearinghouse Publications	Publications prepared by the ERIC Clearinghouses (or any other component of the ERIC System).
072	—Book/Product Reviews	Book reviews, product reviews, software reviews.

FIGURE V-15: Publication Types (with Scope and Definitions) (Page 2 of 6)

CODE	TYPE/CATEGORY	SCOPE/DEFINITION
073	—ERIC Digests Online	ERIC Digests provided in full-text for EDO file.
080	JOURNAL ARTICLES	Pure form or "empty container." Should also be categorized elsewhere when applicable. NOTE: For entire Journal issues use SERIALS (022). Assigned Automatically by Computer System to all CIJE records.
090	LEGAL/LEGISLATIVE/ REGULATORY MATERIALS	Legislation, legislative hearings and testimony, legislative reports, congressional documents, state legislature documents, laws, summaries of legislative action, lobbying position papers. Court cases, courtroom testimony, court decisions, legal decisions, legal interpretations. Regulations, regulatory agency materials (directed at regulation). Codes, administrative codes, codes of student behavior, agreements, rules, policy statements, master plans, contracts (model), collective bargaining agreements, and other materials governing the behavior of various groups. Standards (e.g., ANSI, ISO, FIPS). Specifications. Accreditation standards. Professional standards. Executive Orders, *Federal Register* pronouncements. Do not include documents/articles merely "about" specific court case or legal issues.
100	AUDIOVISUAL/ NON-PRINT MATERIALS	Non-print media, audiovisual aids, films, tapes, recordings, cassettes, phonodiscs, videotapes, slides, illustrations, portraits, caricatures, cartoons, photographs, posters, models, flip charts, engineering drawings, flow charts, designs, plans, etc. Graphic/pictorial and other non-print representations, conveying meaning primarily through symbols other than words. *Non-print items usually appear in ERIC only as supporting or collateral material to a basic printed document.*
101	—Computer Programs	Actual computer programs in any form, e.g., floppy disks, tape cassettes, code listings, etc.

FIGURE V-15: Publication Types (with Scope and Definitions) (Page 3 of 6)

CODE	TYPE/CATEGORY	SCOPE/DEFINITION
102	MACHINE-READABLE DATA FILES (MRDF)	Bodies of data encoded in magnetic, optical, or other storage media that are directly readable by computer. The data may be numeric, statistical, bibliographic, textual, etc. ERIC announces education-related data files (e.g., NCES files) as long as they are available from third parties.
110	STATISTICAL DATA (Numerical, quantitative, etc.	Numerical data, quantitative data, statistics, statistical compilations, data aggregations, tables. **CAUTION:** *Do not overuse. Use only when quantitative data is present in large aggregations, e.g., as in NCES documents. The routine presence of quantitative data in Research Reports is not sufficient to categorize here.*
120	VIEWPOINTS (Opinion papers, position papers, essays, etc.)	Opinion papers, points of view, position papers, recommendations, "Blueprints" for proposed action. Debates, interviews, panel discussions, questions and answers, dialogues, transcripts. Essays, short expository/speculatory papers, "think" pieces, philosophical pieces, criticism, interpretation, editorials, pros and cons. **NOTE:** Testimony for legislative purposes should be categorized under LEGAL/LEGISLATIVE/REGULATORY MATERIALS (090).
130	REFERENCE MATERIALS —General	Materials for reference use, as contrasted to materials designed for cover-to-cover reading and study. Four special kinds of reference materials have been individually established as subcategories and should be used when appropriate. Use the general category *only* when the document does not fall in one of the subcategories below.
131	—Bibliographies	Bibliographies, filmographies, discographies, annotated bibliographies, book catalogs, book lists, abstracts (collections of), indexes (locators) to bibliographic materials, topical listings of various media materials. Include bibliographic essays, literature searches (output of), guides to or descriptions of the literature in a field. **NOTE:** For literature reviews analyzing the substance of the literature use INFORMATION ANALYSES (070 or 071).

FIGURE V-15: Publication Types (with Scope and Definitions) (Page 4 of 6)

CODE	TYPE/CATEGORY	SCOPE/DEFINITION
132	—Directories/Catalogs	Directories of persons, organizations, institutions, etc. Membership lists. Tables of Contents. Include reference works dealing with organizations/institutions. Catalogs of products, lists and arrays of "things," e.g., pseudonyms, job descriptions, sources, acronyms, abbreviations, etc. For bibliographic catalogs, use BIBLIOGRAPHIES (131). Selection criteria will eliminate most catalogs.
133	—Geographic Materials	Atlases, gazetteers, geographic charts, cartographic materials, maps, zoning charts, school district maps.
134	—Vocabularies/ Classifications/ Dictionaries	Dictionaries, vocabularies, nomenclature, terminology, glossaries, thesauri, word/term lists, phrase books. Taxonomies, classification schemes.
140	REPORTS —General	Three specific kinds of *reports* have been individually established as subcategories and should be used when appropriate. Avoid multiple assignments within this category when possible. Use the general category only when the report does not fall in one of the subcategories below.
141	—Descriptive	Project descriptions, program descriptions, reports of organizational activities, *"This is how we do it..."*, *"What I do in my class..."* Descriptions of systems, procedures, or practices in actual cases. Descriptions of significant events, personal narratives/experiences, journalistic accounts of actual activities and occurrences. Descriptive works of various types. Includes annual reports (of organizations), yearbooks.
142	—Evaluative/Feasibility	Studies evaluating research, alternative courses of action, or the merits of a particular process or program. Studies of feasibility of a given courses of action. Evaluations of programs. Studies oriented toward decision-making and concerned with judgments rather than generalizations.

FIGURE V-15: Publication Types (with Scope and Definitions) (Page 5 of 6)

CODE	TYPE/CATEGORY	SCOPE/DEFINITION
143	—Research/Technical	Original research, technical research, reports, studies, empirical results, experimental statistical studies, surveys, case studies, theory testing, systematic scientific investigations, seeking facts and/or generalizable principles. Emphasis on materials utilizing a formal research design, but may include informal reports and verbal presentations of such efforts. Include proposals for needed research.
150	SPEECHES, CONFERENCE PAPERS	Addresses, lectures, papers presented at.... NOTE: Reserved for single papers. For entire CONFERENCE PROCEEDINGS use 021.
160	TESTS, EVALUATION INSTRUMENTS	Questionnaires, tests, examinations, evaluation and measurement devices, test specifications, compilations of tests, opinion polls (instruments), assessment tools, reporting booklets, rating scales, test manuals, etc. CAUTION: *Do not overuse. Use only when entire instrument is actually present in document.*
170	TRANSLATIONS	To be applied to any document translated from its original language into a second language. The usual case will be a translation in to English from an original non-English text, but other translation situations also apply. Should also be classified elsewhere when possible.
171	—Multilingual/Bilingual Materials	Materials whose contents include equivalent or near-equivalent information in two or more languages. Classify elsewhere when possible. CAUTION: *Do not misuse. Nonequivalent content in two or more languages (collections of disparate articles in different languages, most foreign language textbooks, etc.) should be excluded from this category.*

FIGURE V-15: Publication Types (with Scope and Definitions) (Page 6 of 6)

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
Abstracts	131
Administrator Guides	055
Annotated Bibliographies	131
Annual Reports	141
Answer Keys	160
Answer Sheets	160
Anthologies	020
[Archival Documents]	060
Atlases	133
Audiodisks	100
Audiotape Recordings	100
★Audiovisual Aids	100
Autobiographies	060
★Bibliographies	131
[Bilingual Materials]	171
Biographical Inventories	060 (132)
Biographies	060
[Booklists]	131
★Books	010
Book Reviews	072
Bulletins	022
[Bylaws]	090
Cartoons	100 (030)
Case Records [or] Case Studies	141 or 143 or 140
Catalogs	132
Charts	100
Check Lists	130 or 160
[Childrens Books]	010 and 030
Childrens Literature	030 (010)
Chronicles	060 (020)
Citation Indexes	131
[Class Newspapers]	022
[Classroom Games]	051 (100)
[Classroom Materials]	051 or 052
Codes of Ethics	090
Comics (Publications)	030
Computer Output Microfilm	100
★Computer Software	101
Computer Software Reviews	072 (142)
[Concordances]	134
★Conference Papers	150
★Conference Proceedings	021

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
[Conference Summaries]	021
Contracts	090
Course Descriptions	052 or 050 or 051
[Courtroom Transcripts]	090
[Creative Works]	030
Curriculum Guides	052 or 050 or 051
[Data Sheets]	110 or 130
Databases	102
Diagrams	100
Diaries	120 (060 or 030)
★Dictionaries	134
[Dictionary Catalogs]	131
★Directories	132
[Discipline Codes]	090
Discographies	131
★Doctoral Dissertations	041
Documentaries	100 (141)
Drama	030
Editorials	120
Encyclopedias	130
[ERIC Digests in Full Text]	073
[ERIC CH Pubs]	071
Essays	120 or 030
[Evaluation Studies]	142
Facility Guidelines	055
Faculty Handbooks	055
Feasibility Studies	142
Filmographies	131
Films	100
Filmstrips	100
Flow Charts	100
Foreign Language Books	010 (170)
Foreign Language Films	100 (170)
Foreign Language Periodicals	022 (170)
Games	030 or 100
Glossaries	134
Graphs	100
Guidelines	050 or 052 or 055
★Guides	050 or 051 or 052 or 055

FOOTNOTES:

1. All terms not in brackets have been selected from the ERIC *Thesaurus*.
2. Conventions
   - A or B = one or the other category is appropriate, depending on item.
   - A and B = two categories are appropriate.
   - A (B) = a second category might be appropriate, depending on item.
   - ★ = category and term are synonymous. Term should be used in Descriptor field only when it denotes subject matter.
3. These terms, like all other Descriptors identifying the form or type of a document, should be used as major Descriptors only when they represent the subject of the document in hand.

FIGURE V-16: Guide for Assigning PUBTYPE Codes (A Cross-Reference from Specific Kinds of Documents to Most Applicable Publication Type Code) (Page 1 of 3)

[Bracketed terms are not Descriptors]

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
Hearings	090
[Historical Reviews]	060
Illustrations	100
Indexes	130 or 131
[Information Analyses]	070 or 071
Instructional Materials	051
Interviews	120 or 160
Item Banks	160
[Journal Articles]	080
[Journals]	022
[Judicial Materials]	090
Kinescope Recordings	100
Laboratory Manuals	051
[Language Guides]	051 or 030 (170)
Large Type Materials	051
Leaders Guides	052
[Lecture]	150 (051)
[Legal Analysis]	090
Legislation	090
Lesson Plans	052
Letters (Correspondence)	030
[Literature Guides]	131
Literature Reviews	131 (070)
[Lobbying Papers]	090 and 120
Machine Readable Data File	102
Magnetic Tape Cassettes	100
Magnetic Tapes	100
[Manuals]	050 or 051 or 052 or 055
Maps	133
Master Plans	090
[Master Tapes (Audio)]	100
★Masters Theses	042
Matrices	100
Microforms	100
Models	100 or 143
★Multilingual Materials	171
[Musical Materials]	030
Negotiation Agreements	090
Newsletters	022
Newspapers	022
Nonprint Media	100
Opinions	120
[Oral History Transcripts]	060

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
Pamphlets	Document Dependent
[Parent Guides]	055
Patents	090
Periodicals	022
Permuted Indexes	130 or 131
Personal Narratives	060 or 120
[Phonograph Records]	100
Photographs	100
Poetry	030
Position Papers	120
★Practicum Papers	043
Program Descriptions	141
Program Evaluation	142
Program Guides	141
Program Proposals	141
[Programed Texts]	010 and 051
Puzzles	030 or 100
Questionnaires	160
Rating Scales	160
[Recommendations]	120
Records (Forms)	Document Dependent
★Reference Materials	130 (010)
[Regulations]	090
★Reports	140
[Research Methodology Guides]	055
Research Proposals	143
★Research Reports	143
[Research Reviews (Publications)]	070
Resource Materials	050 or 051 or 052 or 055
Scholarly Journals	022
School Newspapers	022
School Publications	Document Dependent
Scripts	030
★Serials	022
Short Stories	030
Slides	100
Specifications	090
★Speeches	150
Standards	090
State of the Art Reviews	070
★Statistical Data	110
Student Journals	120 (030)
Student Publications	Document Dependent
Study Guides	051

FIGURE V-16: **Guide for Assigning PUBTYPE Codes (A Cross-Reference from Specific Kinds of Documents to Most Applicable Publication Type Code) (Page 2 of 3)**

[See explanatory footnotes on first page]

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(Bracketed terms are not Descriptors)

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
Surveys	or 143
Tables (Data)	110
Talking Books	100
Tape Recordings	100
[Taxonomy]	134
Teaching Guides	052
[Technical Reports]	143
Test Reviews	072 (142)
★Tests	160
Textbooks	010 and 051
Thesauri	134
★Theses	040

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
[Transcripts (Interview)]	120
[Transcripts (Legal)]	090
[Transcripts (Oral History)]	060
Videodisks	100
Videotape Recordings	100
★Vocabulary	134
Word Lists	134
Workbooks	051
Worksheets	051
Yearbooks	141 (022)

FIGURE V-16: **Guide for Assigning PUBTYPE Codes (A Cross-Reference from Specific Kinds of Documents to Most Applicable Publication Type Code) (Page 3 of 3)**

[See explanatory footnotes on first page]

(Bracketed terms are not Descriptors)

BEST COPY AVAILABLE

B.22 REPORT NUMBER

Profile	
Data Element/Field	- Report Number
Data Entry Tag/Keyword	- REPNO_
Files	- RIE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special (Hyphen, Slash, Parentheses)
Subfields Permitted	- Yes
Field Length	- 310 (Max.); 12 (Avg.)
Field ID No. (Tape)	- 45

TYPICAL ENTRY (RIE Only)

REPNO_EDO-CE-91-10; ISSN-1234-5678

a. General

Report Numbers are unique alphanumeric designations assigned to documents by the preparing organizations, sponsoring agencies, or major report processing centers. Though most documents will have only one report number (if any at all), report numbers of all three types of organizations mentioned above may, in some cases, appear on the same document and should be recorded.

b. Format

Report Numbers can be troublesome to catalog because they appear on documents in so many variant formats. Standardized Report Number formats for some organizations can be determined from the ERIC *Report Number Index*, a periodically produced list of all Report Numbers used to date in the ERIC database.

c. Cataloging Report Numbers

(1) Hyphens for Spaces

Many Report Numbers appear on a report in an easily indexable form, consisting of letters (representing the preparing organization or monitoring agency), followed by a unique number. The only editing required for such a number is to insert a hyphen wherever a space appears, in order to assure uniformity in machine sorting. For example:

EDO-TM-91-9	GAO/HRD-91-106	CPRE-RR-019
NCES-91-222	PDE-83-0006	ISBN-0-208-02254-6

Other Report Numbers consist of a combination of letters and numbers, but the letters may not represent the originating organization or monitoring agency. Enter such numbers as they are given on the report, inserting a hyphen wherever a space appears, but otherwise retaining any punctuation. For example:

R64D61 RR-17 RM-4244

Note, however, that no final punctuation is used with Report Number prefixes (i.e., ASD, not A.S.D.), nor at the end of the number.

(2) Descriptive Words Within the Number

Many Report Numbers include descriptive words; these words may either be ignored or abbreviated. The words are ignored when the prefix/number form one distinct series from the given organization regardless of the descriptive words; they are abbreviated when there are two or more series of documents from the same organization, each associated with a specific group of words.

Example: DHHS Publication No. ADM-78-485

Incorrect: DHHS Publication ADM-78-485
Correct: DHHS-ADM-78-485

Example: NASA Technical Memorandum 455
NASA Technical Report 170

Correct: NASA-TM-455
NASA-TR-170

(3) Non-Distinctive Report Numbers

If a Report Number has a distinctive alphabetic prefix, it should be cataloged solely in the Report Number field and should not appear in the Title field. If no distinctive prefix can be ascertained, a generalized Report Number may be included as an element of the title/subtitle. A good example of this type might be a subtitle such as "Interim Report No. 2," serving to distinguish between the other interim reports (or Final Report) probably otherwise bearing the same substantive title.

(4) Abbreviations

Certain standard words frequently used to refer to reports and documents and often found in spelled-out form may be routinely abbreviated. A list of some of the more common abbreviations appears in **Figure V-17**.

Accession List	AL	Number	No
Addendum	Add	Pamphlet	Pam
Amendment	Amend	Part	Pt
Annual Report	AR	Progress Report	PR
Appendix	app	Project	Proj
Bibliography	Bib	Public Law	PL
Book	Bk	Publication	Pub
Bulletin	Bull	Research Memorandum	RM
Catalog	Cat	Research Note	RN
Chapter	Ch	Research Paper	RP
Circular	Circ	Revised, Revision	Rev
Conference	Conf	Section	Sect
Conference Paper	CP	Series	Ser
Contractor Report	CR	Special Report	SR
Contribution	Contrib	Specification	Spec
Curriculum	Curric	Summary	Summ
Document	Doc	Supplement	Suppl
Edition	Ed	Technical Memorandum	TM
Evaluation Report	ER	Technical Note	TN
Final Report	FR	Technical Publication	TP
Hearings	Hrg	Technical Report	TR
Informal Communication	IC	Technical Translation	TT
Internal Memorandum	IM	Translation	Trans
Leaflet	LF	Volume	Vol
Laboratory Note	LN	Working Paper	WP
Memorandum	M		
Memorandum Report	MR		
Miscellaneous Paper	MP		

FIGURE V-17: Abbreviations Commonly Used in Report Numbers

Note that the word "report," when appearing alone on a document, may generally safely be ignored, and replaced by a hyphen.

Example: Naval Air Training Command Report 5914

Incorrect: NATC-R-5914
Correct: NATC-5914

However, if the preparing organization is large and has many report series, then it is best to abbreviate "report" to "R." If the standard abbreviation for "report" (i e., "R") actually appears on the document, then it should always be retained and used in the Report Number.

Roman numerals in report number abbreviations should be changed to the Arabic form, for filing purposes. For example:

Incorrect: RDR-65-6-XII
Correct: RDR-65-6-12

If a single Report Number is issued in several parts, this information is added to the Report Number in abbreviated form, using hyphens, not commas or parentheses, for separation. For example:

ARC-11767-Vol-2

(5) Forming Valid Report Number Prefixes

Some reports are published in a definite numbered series, with a standard phrase always describing the series, but lacking, on occasion, any initials or acronym. In such instances, the phrase may be abbreviated if it can be established that:

- the prefix is used at times by the organization in question, or that
- the prefix has become commonly associated with the organization.

In other words, there should be some precedent in usage, either in previous documents of the same organization or in reference works such as that cited at the beginning of this section. Avoid creating complicated Report Number prefixes that have never at any time actually appeared on documents. Such creations can be bibliographic "red herrings," sometimes misleading and troublesome to librarians and other users.

Example: Visual Training Laboratory Report No. 65
(Acronym VTL is used on the cover)

Correct: VTL-65

d. International Standard Book Numbers

International Standard Book Numbers (ISBN) are unique numbers assigned by the publishing industry to the products they sell. They appear in catalogs and are frequently used as order numbers. They should be treated as identifying Report Numbers and should be entered as follows:

REPNO_ISBN-0-8352-1173-8

Sometimes a work will cite multiple ISBNs for its different editions and forms. Only the ISBN for the work in hand should be cited. Paperback editions and domestic editions each have their own ISBN Numbers. Domestic editions and non-U.S. editions each have their own ISBN Numbers. Always catalog the ISBN for the item in hand. The Availability field may cite alternative editions (their ISBNs), as long as they are distinguished from the item in hand. In some instances such as Canadian documents published in English and French in one document, two ISBNs are on the document and both should be cited:

REPNO_ISBN-0-7711-0993-9; ISBN-0-7711-0996-2

In early 1992, ISBNs began appearing on documents printed by the Government Printing Office.

e. International Standard Serial Numbers

International Standard Serial Numbers (ISSN) are assigned to journals, periodicals, and all types of serial publications. All issues of a given serial bear the same ISSN number. Prior to January 1991, ISSNs were not cataloged by ERIC for individual journal articles or for serial issues or runs. Beginning with the January 1991 RIE and CIJE issues, ISSNs are recorded whenever they appear on the document even if the document also has an ISBN as well.

The ISSN for RIE is: 0098-0897
The ISSN for CIJE is: 0011-3565

ISSNs are generally printed on journals without the hyphen after the ISSN prefix (e.g., ISSN 0098-0897), but when cataloging them as Report Numbers, they should appear with a hyphen replacing the blank, e.g., "ISSN-0098-0897."

NOTE — FOR CIJE ONLY: Articles from journals already listed in the Source Journal Index do not require ISSN because the computer system enters the correct ISSN automatically; however, articles from "Oneshot" journals must have an ISSN cataloged if one exists. ***(See Section V-B.14.d.4)***

f. Multiple Report Numbers

If there is more than one Report Number for a document, the additional numbers should be entered following the first number, but separated by a semicolon and a space.

REPNO_ETS-RB-78-12; ETS-RB-78-14

Report Numbers in sequential series on one accession should be individually entered, as follows:

REPNO_S-493; S-494; S-495

Do not elide them in the following format, as this will prevent their individual appearance in the *Report Number Index* and in computer retrieval files.

Incorrect: REPNO_S-493-495
REPNO_S-493 thru 495

g. Congressional Documents

Congressional documents are frequently processed by ERIC; the most common of these are hearings. However, occasionally ERIC processes formal House and Senate Reports and Documents. Since these series bear within their structure the identification of the particular Congress involved (e.g., 101st, 102nd, etc.), it is only necessary when recording the number to distinguish Reports from Documents.

House Hearings	House-Hrg-101-89
House Reports	House-R-92-898
House Documents	House-Doc-96-167
Senate Hearings	Senate-Hrg-102-45
Senate Reports	Senate-R-91-480
Senate Documents	Senate-Doc-94-258

Since the numbering scheme of House or Senate Bills begins anew with each Congress, it is necessary to qualify them with the identification of the applicable Congress if they are to be unique.

House Bills	HR-11267(92)
Senate Bills	S-2951(93)

Public Laws are documents and can be entered into the system. The Public Law number should be treated as an identifying Report Number and should be entered as follows:

REPNO_PL-92-415

h. **ERIC Digests**

ERIC Digests are produced by ERIC Clearinghouses. Each Digest is required by OERI to have a distinctive number in the following format: Clearinghouse Prefix (e.g., CE, CG, CS, etc.); year (90, 91, etc.); and number (1, 2, 3); the Clearinghouse prefix is prefaced by the standard letters "EDO" (standing for "ERIC Digests Online"). An example of a typical Digest number would be:

REPNO_EDO-CG-90-10

i. **Non-Report Numbers**

Occasionally numbers are found on documents which are not, in fact, report numbers. Among these non-numbers are:

- **Library of Congress Catalog Card Numbers (e.g., LC-89-0123400)**

  Typically these are found on the verso of the Title page. This number is the ordering number of the Library of Congress catalog cards. Do not catalog this number as a Report Number.

- **CFDA Numbers**

  CFDA is the acronym for *Catalog of Federal Domestic Assistance*. The number that is associated with the acronym, e.g., CFDA 13.433A, refers to a citation in the catalog that describes in detail a funding program, supporting legislation, eligibility, etc. The number does not represent a specific document and should not be construed as a report number or a contract number. It can safely be omitted in cataloging.

- **Numbers at the Back of GPO (Government Printing Office) Publications**

  Publications printed by GPO contain on the bottom of the last printed page a statement beginning "U.S. Government Printing Office" which is followed by a series of numbers. These numbers are not report numbers, but refer to the GPO purchase or print order under which the publication was produced; do not catalog these numbers. Report numbers of items published by GPO typically have a government agency's prefix (e.g., NCES) and appear on the front or back cover; these numbers should be cataloged. Stock Numbers of GPO publications, used for ordering purposes, if on the document at all, tend to be placed on the Title Page or its verso; this number should be employed in the Availability field, along with the price.

- **Data Series, etc.**

  Some government publications may contain other numbers such as "Data Series," "Serial Number," etc., which are not report numbers. When judged useful, these numbers can be cited in the Note field.

j. Special Projects

Periodically ERIC, because of a special need, uses the Report Number to track documents from a special project. One such project involves documents from the Chapter 1 Technical Assistance Centers (TAC). Documents submitted by TACs to the ERIC system have a TAC number written on them. This number should be recorded in the REPNO field.

k. Report Numbers Assigned by Major Report Processing Centers

Major information and document processing centers sometimes assign accession numbers that are later so useful in identifying, requesting, and utilizing documents that they are best treated as Report Numbers and captured at cataloging time. On occasion, through arrangement with the source, these numbers may actually be printed on the document at the time of original issuance. Even when this is not done, most of the copies of such documents in circulation will be those reproduced by the major information centers and therefore bearing the well-known accession numbers. An example of this type of accession number is as follows:

National Technical Information Service (NTIS) PB-92-12345

The ED and EJ Accession Numbers also belong to this category and are often cited as, in effect, Report Numbers, by later handlers and processors.

SUMMARY OF SIGNIFICANT RULES

1. All unique identifying Report Numbers on the document should be cataloged, whether placed there by the preparer, sponsor, or processor.

2. Alphabetic prefixes (many of which will be based on the initials of the preparing organizations) should always be sought for Report Numbers in order to distinguish one number from another. Arabic numbers alone are not useful in indexes or for searching.

3. Commonly appearing words in Report Numbers should be abbreviated, e.g., Technical Report=TR; Research Paper=RP. Lists of such words and their abbreviations are provided for guidance (see Figure V-17).

4. Roman Numerals appearing in Report Numbers should be converted to Arabic numerals for filing purposes.

5. Multiple Report Numbers must be entered individually, each in its own subfield, to ensure retrievability of each number.

6. Treat International Standard Book Numbers (ISBNs) like any other identifying number and record them in the Report Number field (for retrieval purposes).

7. Treat International Standard Serial Numbers (ISSNs) like any other identifying number and record them (for serials and articles from serials) in the Report Number field for retrieval purposes.

8. Blank spaces are not permitted in Report Numbers. Report Numbers should be "standardized" by replacing all spaces with hyphens.

EXAMPLES

CONGRESSIONAL DOCUMENTS		House-R-99-898 House-Doc-96-167 Senate-R-91-480 Senate-Doc-94-258
ERIC DIGESTS	ERIC Clearinghouse on Career Education (CE)	EDO-CE-91-12
INTERNATIONAL STANDARD BOOK NUMBER		ISBN-0-8352-1173-8
INTERNATIONAL STANDARD SERIAL NUMBER		ISSN-1234-5678
MIX OF UPPER AND LOWER CASE	Human Resources Research Organization	HumRRO-PP-10-78
PREPARING INSTITUTION NUMBER	Johns Hopkins Univ., Applied Physics Lab.	JHU-APL-
PUBLIC LAW		PL-95-264
REPORT PROCESSING CENTER NUMBER	National Technical Information Service (NTIS)	PB-92-12345
ROMAN NUMERALS	INCORRECT: RDR-65-6-XII	CORRECT: RDR-65-6-12 (CONVERTED)
SPONSORING AGENCY NUMBER	Air Force Office of Scientific Research	AFOSR-
USE OF SLASHES IN PREFIX IN NUMBER	Coast and Geodetic Survey	C/GS-TT-76-52000/3
USE OF YEAR IN NUMBER IN PREFIX	Rand Corp. Annual Report	Rand-AR-91- [Year]
VOLUMES, PARTS, ETC.		ARC-11767-Vol-2

B.23 SPONSORING AGENCY

Profile	
Data Element/Field	- Sponsoring Agency
Data Entry Tag/Keyword	- SPON_
Files	- RIE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Code: Alphabetic, Numeric; Name: Alphabetic, Numeric, Special
Subfields Permitted	- Yes
Field Length	- Code (Fixed Length: 8 characters each); 68 (Max.); Name (212 characters each); Field Length: 1080 (Max. allowed); 378 (Max. Experience)
Field ID No. (Tape)	- Code: 32 Name: 132

TYPICAL ENTRY (RIE Only)

SPON_EDD00036=Office of Educational Research and Improvement (ED), Washington, DC.

A Sponsoring Agency is defined as an organization (e.g., government agency, private foundation, etc.), other than the Corporate Author, that supported the work (or the production of the document) by providing funds via a contract or grant. Names entered in this field must either come from the ERIC *Source Directory*, or, if new, must be constructed according to the standards appearing in **Attachment 3**. The instructions and examples for entering organization names that appear in Section V under INST dealing with the Institution data element, also apply to the entry of Sponsoring Agencies.

All documents bearing a contract or grant number should generally have a corresponding entry in the Sponsoring Agency field. Particular care should be taken, however, to ensure that all reports resulting from contracts or grants funded by the Department of Education (ED), or one of its subunits (e.g., Office of Educational Research and Improvement), have an entry in this field.

***HISTORICAL NOTE**: Prior to May 1980, the Federal agency responsible for education was the Office of Education, a part of the Department of Health, Education, and Welfare (DHEW). After that date, the Department of Education (ED)—a separate department—assumed responsibility for education. Federally funded education documents not bearing a Departmental designation by name or contract number should be assigned to DHEW or ED name forms based on the May 1980 date.*

At the same time that DHEW went out of existence in May 1980, the Department of Health and Human Services (DHHS) was created. Documents produced by it or one of its subunits (e.g., National Institutes of Health, Administration of Children, Youth, and Families, etc.) dated May 1980 or later should have those codes assigned which incorporate the DHHS change.

The same argument holds for all such organizational name problems created by governmental reorganizations.

If a document cites so many financial supporters that it is not practical to catalog them all, one or more of the major supporters may be cataloged selectively. Other organizations may be referenced in the Note field.

SUMMARY OF SIGNIFICANT RULES

1. The Sponsoring Agency data element identifies the organization(s) that has funded the effort reported in the document. Multiple sponsors may be cited, each in its own subfield.

2. All organizations cited as funding sources should be cataloged in the Sponsoring Agency field. However, if there is a principal funding source and many secondary funding sources, the catalogers, at their discretion, may choose to catalog only the principal sponsor. Sponsors whose help is only "collaborative," "coordinative," "supportive," (i .e. , only nominal) need not be cataloged.

3. All Sponsoring Agency names used must agree with the standard established name forms cited in the ERIC *Source Directory*. Existing names are entered by means of codes that represent the names in the ERIC *Source Directory*. If the name is new and not previously established, it should be formatted generally in accordance with *Guidelines for Descriptive Cataloging of Reports*, Section 2: Organization Name. **(See Attachment 3.)** All standardized names are based on the pattern: largest element-geographic location-smallest element.

4. Sponsoring Agencies should not be confused with preparing institutions or Personal Author's corporate affiliation.

5. Entries in the Contract Number field generally require a corresponding entry in the Sponsoring Agency field. Particular care should be taken to ensure that all reports resulting from Department of Education funding have an entry in this field.

6. The standard two-character postal codes should be used for abbreviating state names.

7. Organizations that perform the functions of both Sponsor and preparing Institution are listed only once, under Institution. Do not list the same organization in both the Institution and Sponsoring Agency fields.

EXAMPLES

See the examples provided under the Institution data element (Section V).

B.24 TITLE

Profile	
Data Element/Field	- Title
Data Entry Tag/Keyword	- TITLE_
Files	- RIE/CIJE
Mandatory/Optional	- Mandatory
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- No
Field Length	- 4 (Min.); 500 (Max.); 83 (Avg.)
Field ID No. (Tape)	- 25

TYPICAL ENTRY

TITLE_Science Achievement and the Minority Student. Recommendations of the Committee on the Future of American Education.

a. General

The Title field should contain the complete title of the document or journal article, including alternative title, subtitle, parallel title, English translation of non-English title, series title, proceedings information, "Report covering the period..." statement, edition statement, and other associated descriptive matter usually found on the title page or cover preceding the author, organizational auspices, and other imprint information.

Because of the fugitive nature of the literature entering the ERIC database, the determination of the appropriate title is one of the most challenging tasks a cataloger faces. Fortunately, problem titles constitute only approximately 10% of all titles.

b. Main Title/Title Proper

The complete document title, as found on the title page, is entered. If the title page of the document is lacking, the cover title must be used as a second choice. In the case of the somewhat informal report literature, the title page and the cover are frequently the same piece of paper, in which case there is no problem. However, it also happens on occasion that the title appearing inside the document (for example, at the top of the first page of the text) varies from the title appearing on the outside cover of the document. In these cases, the cataloger must decide whether the outside cover should in fact be considered the official title page. This will usually depend on the extent of other bibliographic data presented on the page (e.g., Author, Publication Date, Institution, etc.). If the cover does include most of the bibliographic data and it is obviously the determiner of the way the document is likely to be known and identified, then there is no problem. However, if the cover is merely a brief non-substantive eye-catcher, at variance with an internal fully descriptive title, then the standard library practice of relying on the inside title page over the cover should be followed. This question of cover vs. title page is not an easy one, and guidelines are difficult because of the large number of troublesome variations that can be encountered. If the Title on the title page and the title on the cover do not agree in all respects, catalog the title page title and refer to the "cover title" in the Note field. This provides for retrieval on the second (unselected) title.

Example:

Title page reads: "The Role of Paraprofessionals in Utah Schools."
Cover reads: "Paraprofessionals in the Public Schools of Utah."

TITLE_The Role of Paraprofessionals in Utah Schools.
NOTE_Cover title: "Paraprofessionals in the Public Schools of Utah."

The general rule for the recording of a Title is to record the title proper exactly as to wording, order, and spelling, but not necessarily as to punctuation and capitalization. (For more on punctuation and capitalization, see the last part of this Section.)

This rule requires that initial articles in the Title are to be recorded and are not to be dropped. For purposes of printed index production, however, the ERIC computer system prints but ignores initial articles in any sorting/filing done by Title.

c. **Alternative Titles**

An alternative title is the second part of a Title that consists of two parts, each of which is a Title in itself. An alternative Title should be cataloged as if it were part of the main Title, e.g.:

TITLE_The Tempest, or, The Enchanted Island.

Note, however, that the first word of an alternative title should be capitalized.

d. **Parallel Titles**

A parallel Title is the main Title repeated on the document in another language. Typically such parallel Titles appear on bilingual or multilingual documents. These Titles should not be confused with Titles which are translated by the cataloger (see the discussion which follows). Standard library procedure is to place an equals (=) sign between parallel titles, e.g.:

TITLE_Creating a Love of Reading = Susciter le Gout de la Lecture.

e. **Non-English Titles**

If a document is in a language other than English, enter the Main Title in the language of the document. Follow this with the English translation in parentheses, as in the following example:

TITLE_L'emploi des connecteurs francais dans l'expression d'etudiants Chinois: Observation et analyse (The Use of French Connectors in the Expression of Chinese Students: Observation and Analysis).

A non-English title generally should be cataloged in its complete form followed by the complete translation in English; that is, do not jump back and forth in the title between non-English and English. If a document is a conference proceedings and the title is very lengthy, the information concerning the conference number, location and date can be cataloged once in English.

While significant words in the Titles of works in English are commonly capitalized and prepositions and conjunctions are lower-cased, non-English Titles do not necessarily follow this practice. The simplest rule to follow is to emulate the practice of the document itself.

The Titles most commonly at variance with English usage are French titles. French practice is to lower-case the words in titles, except for proper names. If the non-English Title appears in the document only in upper case, follow the guidelines for capitalization found in the *GPO Manual*, *Chicago Manual of Style*, or *Anglo-American Cataloguing Rules*. Titles should generally not be recorded in all upper-case, unless they consist solely of acronyms.

If a document is in Cyrillic (e.g., Russian) characters, transliterate the Title into Roman characters in accordance with Z39.24 System for the Romanization of Slavic Cyrillic Characters. Additional Z39 transliteration standards exist for: Japanese, Arabic, Hebrew, Lao/Khmer/Pali, and Armenian.

If a document cites its Title in both the language of the document and in English, this would be considered a parallel Title and should be entered according to the rules provided in the earlier discussion of parallel titles.

Titles in English, containing a reference to a non-English phrase or word, need not translate the non-English component.

f. Acronyms/Abbreviations in Titles

Acronyms and/or abbreviations which are part of the Title should NOT be spelled out in the Title unless the Title Page or Cover actually does so. If the acronym or abbreviation is not spelled out in the Title, and if it is not clear on the basis of information in other fields, then the "translation" should be worked into the Abstract.

TITLE_Educational Goals in SREB States.

g. Fabricated Titles/Supplied Titles

If no title can be found, one must be fabricated on the basis of an examination of the document. The table of contents, chapter headings, and conclusions can be helpful in supplying a Title. When a Title is fabricated, all the text that is supplied must be enclosed in square brackets, e.g.:

TITLE_[Nature vs. Nurture.]

h. **Subtitles**

The subtitle is considered a part of the Title and is transcribed in the same manner as the Title proper. A subtitle preceding the title on the title page is transposed to follow the main title. Title may be separated from subtitle by a semicolon, comma, colon, period, question mark, or exclamation mark. The first choice is to follow the actual punctuation used on the document. Where the document provides no explicit guidance, punctuation of the Title/Subtitle combination will be necessarily subjective and will depend on how the cataloger reads and interprets the Title.

NOTE: Standard library practice, following the International Standard Bibliographic Description (ISBD) and the *Anglo-American Cataloguing Rules*, is to separate major units of Title information by a colon, e.g.:

TITLE_Global Changes and American Citizenship Education: The Vital Role of History.

ERIC has not incorporated ISBD guidelines into its cataloging practice and therefore the punctuation between Title and Subtitle in ERIC records will vary.

Some examples of Title/Subtitle combinations, with varying punctuation, follow:

TITLE_Everybody's Business. A Book about School Discipline.

TITLE_Analyzing Media: Metaphors as Methodologies.

TITLE_Where Is Geography? Three Studies of Thinking and Teaching.

TITLE_How Dare You! The Art of Bluffing.

TITLE_Winterthur, An Adventure in the Past.

TITLE_"Kilroy Was Here." An Analysis of a World War II Myth.

- Report Statements (as Subtitles)

  Information relating to the type of report and period covered by the report is considered part of the Title and is entered in the Subtitle position, as shown in the following examples:

  TITLE_Mexican-American Study Project. Revised Prospects.

  TITLE_Essex County College Cost Fact Finding Committee. Final Report.

  TITLE_Focus on Refugees. Draft Statement.

  TITLE_The Hispanic Female Head of Household. Interim Report.

  TITLE_Families in Turmoil. Transcript.

TITLE_Urban Education Network. Progress Report from the Period May 1991 - April 1992.

TITLE_Federal-State Environmental Programs. Report to the Congress by the Comptroller General of the United States.

TITLE_School Funding for New York State. Commission Staff Report.

A report statement preceding the Title proper on the Title Page is transposed to the Subtitle position.

Non-distinctive Report Numbers, and those that cannot be reduced to a form suitable for the Report Number field (i.e., that do not have an alphabetic prefix), are cataloged as Report Statements, e.g.:

TITLE_Store Management Guide. Information Leaflet No. 224.

TITLE_Vocational Assessment. Policy Document 6.

TITLE_Research Methods in Interlanguage Pragmatics. Technical Reports 10 and 11.

The words "Number," "Numbers," "No.," "Nos." are normally transcribed as they appear on the Title Page, and are not arbitrarily added in cases where they are missing.

- Edition Statements (as Subtitles)

Information relating to the edition, revision status, volume, part, etc., of the document is considered part of the Title and is entered as shown in the following examples:

TITLE_Focus on Refugees. Second Edition.

TITLE_Focus on Refugees. Revised Edition.

TITLE_Focus on Refugees. New Edition.

TITLE_Focus on Refugees. Partly Revised.

TITLE_Focus on Refugees. New Edition Revised and Enlarged.

TITLE_Focus on Refugees. Volume 3.

TITLE_Focus on Refugees. Volume IX.

TITLE_Focus on Refugees. Part V.

- Series Titles (as Subtitles)

A series is a number of separate works issued in succession, and related to one another by the fact that each bears a collective Title (generally appearing at the head of the Title Page). They are normally issued by the same publisher or institution, in a uniform style, and are frequently in a numerical sequence. A document issued in several parts or volumes with the same title is not considered a series.

The series Title should be entered following the specific Title of the document. The series statement include: the distinctive collective Title, and, in a numbered series, the number of the particular document, as in the following examples:

TITLE_A Report on the Low Ability Student at Miracosta College. Student Personnel Studies, Section G.

TITLE_Facilitating Learning and Individual Development, Toward a Theory for Elementary Guidance. Minnesota Guidance Series.

TITLE_Teaching Rhythm. Music for Today, Series 2, No. 8.

TITLE_The London Times. Great Newspapers Reprinted No. III.

TITLE_Supporting Leaders for Tomorrow. Occasional Paper No. 1.

i. Multi-Volume Documents

If a document is issued in several volumes or parts under one Title, enter the main Title and add the volume or part number (and the distinctive Title of the particular volume, if any), as in the examples below:

TITLE_A Potpourri of Ideas for Teachers of At Risk Students. Volume II, Early Childhood Education.

TITLE_Curriculum for Geographic Instruction. Parts 1-5.

TITLE_The Academic Market in the 21st Century. Volumes 1 and 2.

***NOTE:** It is not necessary to bracket supplied connectives, like "and" above.*

TITLE_NSF's Role in Science Education. Volume IV, Cognitive Processes. Volume V, Commissioned Papers.

TITLE_Financial Funding for Schools: 9. A Review of a National Survey.

TITLE_State Survey of Mathematics Achievement. Final Report and Executive Summary.

TITLE_Helping Children At Risk Bibliography, with Supplements 1 and 2.

TITLE_Improving Your Geographic Literacy. Teacher's Edition and Student's Manual.

Occasionally, several documents with variant titles are packaged together to make one accession. There is usually a close relationship among the documents which produces a rationale for such grouping. [For example, a document is comprised of three brochures, all from the American Council on Science and Health and all involving advice on the intake of food and drink. Each brochure alone would probably have been too slight to be acceptable for RIE, but all three together, having a unity of subject matter, can make a reasonable accession.] Since each brochure had an individual Title, each should be in the Title field, rather than create a fabricated title, as follows:

TITLE_Alcohol Use during Pregnancy [and] Fast Food and the American Diet [and] Food Additives and Hyperactivity.

NOTE: Here brackets have been used around the supplied connectives to clarify the existence of three separate documents, especially since the individual Titles also contain connectives.

The Abstract would, of course, further elaborate on the existence of separate works.

j. Conference Proceedings Titles

When the entire proceedings of a conference, workshop, seminar, or other meeting, are entered, the Title should be taken verbatim from the Title page, except that the number of a conference appearing in the Title should be removed from its position and placed in parentheses after the Title, as shown below:

TITLE_Summary of the Proceedings of the Working Conference on Language Development in Disadvantaged Children (10th).

When the date and/or place of the conference also appear in the Title, or are clearly indicated on the Title page or elsewhere in the document, they should also be moved and included in the parentheses in standard form in the order: number, place (city/town;, state/province; country, if non-U.S.), date, as found in the following example:

TITLE_Collective Bargaining in Higher Education: The 1990's. Proceedings of the Annual Conference (18th, New York, New York, April 23-24, 1990).

Street addresses and the names of conference sites such as universities, convention centers, and hotels at which meetings are held are not cataloged. Unlike the data entered in the Note field, state names are not abbreviated in the Title field unless they are abbreviated on the document.

NOTE: *When individual papers or speeches (as opposed to complete conference proceedings) are entered into the system, they are cataloged under their individual Title and all descriptive information relating to the conference or meeting at which the paper or speech was presented is entered in the Note field. (See the discussion under NOTE in Section V.)*

k. Congressional Hearing Titles

Hearings of the Senate and House of Representatives of the U.S. Congress and their various Committees should include in the Title field information as to the number and session of the Congress, as shown in the following example:

TITLE_Oversight Hearings on Educational Assessment. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (March 13-14, 1991). *[Date of Hearings may be omitted from Title if it is only a single date and is same day as used for Publication Date.]*

NOTE: Since the vast majority of hearings are held in Washington, D.C., the geographic location of hearings should be recorded as part of the title only when they are not held in Washington, D.C. (see Examples).

Titles of Congressional hearings can be quite lengthy; however, all of the Title should be recorded unless the Title will exceed field space limitations. This means that, if the Title includes a brief statement of what a particular act or bill is intended to do, this information should be part of the Title unless it would cause the Title to truncate. In extremely long Titles, ellipses may be used, but only AFTER the first line of the Title (to do so before would prevent duplication validation). Data giving intent or other description of the legislation not incorporated in the Title field should be included in the Abstract.

Congressional hearings are not consistent in how they handle the number and session of Congress; in some instances the information is spelled out, i.e., "One Hundred Second Congress, First Session," and in others, the information is shortened, i.e., "102nd Congress, 1st Session." Whatever format is on the Title page should be followed.

l. Journal "Theme Issue" Titles

If an entire journal issue devoted to a single topic is being cataloged as if it were a monograph, the journal name goes as usual in the Journal Citation field (see Section V under JNL) and the "Theme" Title should be used as the title of the "monograph," e.g."

TITLE_Education in Urban America.
JNL_American Education Today; v23 n4 Dec 1991

m. Journal "Runs"

If an entire volume of a serial, e.g., all of the twelve issues of a non-CIJE journal, are collected and entered as one document, the Title of the journal will be entered in the Title field and entered in the Journal field as well:

TITLE_American Education Today. 1991.
JNL_American Education Today; v23 n1-4 1991

n. Dates as Part of a Title

While dates frequently may appear on a Title page to be part of a Title, their inclusion in the Title field and not in the Publication Date field depends on the specific document being processed.

Example:

TITLE: A Survey of School Funding in Massachusetts, 1989.
PUBLICATION DATE: 1991

The Title field would include the date "1989" since the publication date is quite different from date of survey. If the publication date were 1989, the date would normally be omitted from the Title field.

Annual or recurring publications (e.g., 1989-90 Enrollment Statistics for Montgomery College, 1990-91 Enrollment Statistics for Montgomery College) would be entered as:

TITLE_Enrollment Statistics for Montgomery College, 1989-90.
TITLE_Enrollment Statistics for Montgomery College, 1990-91.

Transposing numbers with the text, such as in the above titles, allows for like citations to be more easily retrieved and duplicate checked. Normally Titles should not begin with dates such as Fiscal Years, FY, Reporting Periods, etc. If the date is an integral and "unmovable" part of the title, i.e., "1991: A Bad Year for Federal Funding of Education," then it would be cataloged as on the Title page.

o. Institutional Information in the Title

Some Titles may include corporate author (Institution) or other similar information; for example, "Level of District Funding in Ohio. Report of the Governor's Committee to Evaluate School District Funding" contains corporate author information. In this instance the "institutional" information should be retained in the Title since the Committee appears to be a transient institution which would not normally have a code. On the other hand, if the Title included a statement "Report of the Ohio Department of Education," only the word "Report" would be retained in the Title field as "Ohio Department of Education" would be entered and displayed separately as the corporate author.

p. Duplicate Titles

(1) Different Documents

Different documents with duplicate Titles do occur. Sometimes they are produced by different preparers out of sheer coincidence. Other times they occur simply because the preparer did not vary the Title of a preliminary report from that of a final report. Sometimes they occur unnecessarily because a cataloger did not catalog a truly complete Title statement, or because the cataloger incorrectly cited the series Title (common to many items) before the unique main Title.

It is always helpful to the user if such items can be differentiated from one another. This is best done if the Titles themselves can be made to vary in some legitimate way. Sometimes this can be done by the addition to the Title of such distinguishing information as:

Volume 1, Volume 2
Final Report, Interim Report
Preliminary Edition, Final Edition
January 1992, March 1992
#1, #2
1990, 1991
Sixth Edition, Seventh Edition
Supplement, Second Supplement

Where this can legitimately be done without doing violence to the rules of cataloging, it should be done. When the Titles can be varied in some informative way, the user is benefitted in a number of instances: *Title Index* entries, microfiche headers, abbreviated online search output, etc. In all these cases, duplicate Titles are troublesome to the user because accessions become hard to tell apart without additional research. A small variation at the end of the Title, placed there by a helpful cataloger, can sometimes bypass such problems altogether.

(2) **Duplicate Documents**

In the above situation, the problem is that two different documents may not be distinguishable if they end up with the same title. There are other instances where the danger is that two duplicate documents may not be detected because their titles are cataloged differently. This usually occurs because of variations in recording subtitles. The following examples are of some situations to be guarded against, where duplicate subtitles were recorded differently by different catalogers, thereby creating, as far as the computer is concerned, different items:

[Subtitle].	Phase I of...
[Subtitle].	Phase 1 of...
[Main Title].	Awards and Prizes.
[Main Title].	Awards & Prizes.
[Subtitle].	Fastback Series No. 64.
[Subtitle].	Fastback Series 64.
[Subtitle].	Final Report 1974-75.
[Subtitle].	Final Report.
[Main Title].	Are They Helping Children?
[Main Title].	Are They Helping Children? A Report.
[Subtitle].	Evaluation Report, FY73.
[Subtitle].	FY73 Evaluation Report.

q. **Long Titles**

The size limitation on the Title field is 500 characters. The vast majority of document titles do not approach this size and can be recorded in their entirety without any problem. On rare occasions, however, a title page is so communicative that it becomes necessary to truncate an excessively long title at a logical break point.

The following title is an actual example that exceeds 500 characters in its natural state. One possible truncation is shown in the example:

TITLE (Over 500 Characters)	Assessment of the school career and health record for children attending school abroad. 2nd part. Consisting of appendices to the preliminary report on national experience acquired in the use of the school career and health record: i. Questionnaire sent to national administrations; ii. Request for further information on the record (CD 15); iii. "The use of the school career and health record as proposed by the Council of Europe - An evaluation survey." Preliminary report for the European Commission.

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ACCEPTABLE TRUNCATION BY CATALOGER	Assessment of the School Career and Health Record for Children Attending School Abroad. 2nd Part. Consisting of Appendices to the Preliminary Report on National Experience Acquired in the Use of the School Career and Health Record:...Preliminary Report for the European Commission.

r. **Punctuation and Capitalization of Titles**

- Initial articles, prepositions, and conjunctions are retained and capitalized.
- All words in English titles are written with initial capitals except for articles, prepositions, and conjunctions (e.g., the, to, in, and, but, as, etc.) that are not first words. (For other exceptions see sections on Alternative Titles, Parallel Titles, and Non-English Titles.) However, "to" is capitalized when used as the first element of an infinitive.
- All special characters in the ERIC Character Set may be recorded as used on the document, including the question mark and exclamation mark.
- Words in the title are not abbreviated unless abbreviated on the document; at the same time, abbreviations appearing in the title are not gratuitously spelled out.
- Titles may include numbers in any position. Care should be taken not to key the lower case "l" (el) instead of a genuine "1" (one) and not to key an "O" (oh) instead of a genuine "0" (zero).
- Punctuation between Main Title and Subtitle may be a comma, semicolon, colon, dash, period, question mark, or exclamation mark, depending on the usage of the document or the judgment of the cataloger as to the appropriate punctuation. In the Title field the semicolon does not function as a subfield delimiter.
- Parallel titles are separated by an equal sign (=).
- Fabricated or supplied titles are enclosed in square brackets.
- All titles should normally end with a period. There are three exceptions: (1) supplied title, in which case title and concluding period are enclosed in square brackets; (2) title ends with a quotation mark, in which case the *GPO Style Manual* calls for the period to come inside the quotation mark; (3) title ends in a question mark or exclamation mark.

SUMMARY OF SIGNIFICANT RULES

1. The title proper should be transcribed exactly as to wording, order, and spelling, but not necessarily as to punctuation and capitalization.

2. Titles should be recorded as on the document and should not be changed arbitrarily, e.g., (1) to make a "maverick" title conform to the others in a related group, or (2) to change state names to the two-character postal abbreviation. However, conference proceedings data (number, place, date) are standardized and placed in parentheses.

3. Phrases designating a "Final Report" or "Progress Report" should be placed in the subtitle position (along with the period covered). Series titles should be placed in the subtitle position and should generally not precede the distinctive specific title for the document in hand.

4. Non-English titles must be translated for the benefit of ERIC users. If the ERIC document processor provides the English translation, it is appended in parentheses to the real title. If, however, the document provides its own translated title, it should be treated as a "parallel title" (q.v.), without parentheses.

5. When complete conference proceedings volumes are being entered as single accessions, it is appropriate to put the complete conference information in the Title field. However, when single papers from conferences are being entered, each paper will have its own title and the conference information will then descend to the Descriptive Note field.

6. "Theme issues" of journals being entered as single accessions on single subjects (i.e., as monographs) should have their titles cataloged as the "theme title" (and not the journal title). The journal title will, of course, be cataloged in the Journal Citation field.

7. Wherever feasible, documents with duplicate titles should have those titles differentiated by the addition of some distinguishing feature, e.g., Final/Interim; #1/#2; 1975/1976; Sixth edition/Seventh edition; Supplement; Volume 1/Volume 2; Preliminary/Final; etc.

8. Titles are limited to 500 characters. Titles exceeding that limit should generally be truncated by the cataloger at some logical break. If this is not done, the computer system will simply stop the title at 500 characters.

9. If no title exists, one must be supplied. Fabricated/supplied titles must be enclosed in square brackets.

10. In the area of punctuation and capitalization: initial articles are retained; words in the title are not abbreviated or spelled out unless abbreviated or spelled out on the document; words in the title are written with initial capitals except for articles, prepositions, and conjunctions that are not the first word in a title; titles normally close with a period. The semicolon does not function in this field as a subfield delimiter and may be used as a normal element of punctuation.

11. The title entered on the preliminary duplicate checking tool, the Acquisitions Data Report (ADR), and the title ultimately selected for final cataloging, may not always agree. The ADR Title, which may be recorded by non-cataloging staff, should, in general, adhere to EPM conventions when possible, but the final cataloged title should never be "forced" to match the preliminary ADR title when the ADR Title is clearly incorrect or inaccurate.

EXAMPLES

ALTERNATIVE TITLE	The Tempest, or, The Enchanted Island.
NON-ENGLISH LANGUAGE TITLE	Lecciones de Quechua (Quechua Lessons).
PARALLEL TITLE	Road Map of Switzerland = Carte routiere de la Suisse.
ROUTINE TITLE	Critical Events Shaping Women's Education.
SUPPLIED TITLE	[NUEA Correspondence Study.]
TITLE OF CONFERENCE PROCEEDINGS	Proceedings of the Annual Foreign Language Conference (31st, Columbus, Ohio, November 13, 1991).
TITLE OF CONGRESSIONAL HEARINGS	Oversight Hearings on Educational Assessment. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (Chicago, Illinois, March 13-14, 1991).
TITLE OF ONE DOCUMENT IN MULTI-VOLUMES	NSF's Role in Science Education. Volume IV, Cognitive Processes. Volume V, Commissioned Papers.
TITLE OF ONE VOLUME OF MULTI-VOLUME DOCUMENT	Teaching the Mentally Retarded. Volume II, The Practical Arts.
TITLE WITH EDITION STATEMENT	Focus on Hmong Refugee Education. Second Edition.
TITLE WITH REPORT STATEMENT	The Urban Education Network. Progress Report for the Period May 1991-April 1992.
TITLE WITH SERIES TITLE	Facilitating Learning. Minnesota Guidance Series No. 5.
TITLE WITH SUBTITLE	Critical Events Shaping Women's Education. A Handbook for Reducing Sex Bias in the Curriculum.

LIST OF ATTACHMENTS

ATTACHMENT 1: OBSOLETE/DISCONTINUED FIELDS

A. Grant Number
B. Project Number
C. Program Area Code

ATTACHMENT 2: CATALOGING SPECIFIC TYPES OF DOCUMENTS

A. Analytics

ATTACHMENT 3: CENDI/COSATI GUIDELINES FOR ORGANIZATION NAME(S)

ATTACHMENT 1:

OBSOLETE/DISCONTINUED FIELDS

GRANT NUMBER

Profile

Data Element/Field	- Grant Number
Data Entry Tag/Keyword	- GR_
Files	- RIE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric, Special
Subfields Permitted	- Yes
Field Length	- 85 (Max.); 16 (Avg.)
Field ID No. (Tape)	- 47

TYPICAL ENTRY (RIE Only) GR_NE-G-00-3-0006

NOTE: *This field was merged with the Contract Number field beginning with the January 1991 issue of RIE (ED 322 286). Entries in the Grant Number field prior to that time have not been merged into the Contract Number field.*

Grant Numbers are alphanumeric tags representing instruments through which financial support was given the work or research reported in documents. At one point a distinction could be made between Grants and Contracts in that the scope of work of a grant was usually broader and more general and did not contain lists of specific tasks and deliverables. A contract, on the other hand, usually specified certain tasks or contract-deliverable items, and the contracting agency monitored the effort to ensure that all contractual obligations were met.

Over time, the distinction between the two became "fuzzy," additional funding instruments were introduced (e.g., "Cooperative Agreements"), and the numbers for grants and contracts became difficult to tell apart. Now, *all* types of funding instruments are recorded in the one Contract Number field.

Through June 1976 (ED-118 719), the Grant Number field was restricted to grants of the Office of Education and the National Institute of Education (NIE).

When the field was active, the rules for cataloging Grant Numbers were essentially the same as those for cataloging Contract Numbers.

PROJECT NUMBER

Profile

Data Element/Field	- Project Number
Data Entry Tag/Keyword	- BN_
Files	- RIE (Inactive; Discontinued in 1982)
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Alphabetic, Numeric
Subfields Permitted	- No
Field Length	- 64 (Max.); 9 (Avg.)
Field ID No. (Tape)	- 48

TYPICAL ENTRY (RIE Only)

BN_BR-5-8047
BN_V361123L; 498AH800003

NOTE: *This data element was discontinued in 1982.*

A Project Number is an alphanumeric code assigned by the Sponsoring Agency to the project under which the document in hand was produced. Project Numbers should not be confused with Contract/Grant Numbers.

Historical Note: *This data element was in use through June 1982. During this time only U.S. Office of Education and U.S. Department of Education Project Numbers were cataloged. Early U.S. Office of Education contractor reports utilized a Project Number beginning with the prefix "BR" (standing for Bureau of Research), e.g., BR-5-8047. This format was later discontinued. No unified Project Number system exists for all Department of Education components and many components do not use Project Numbers at all. For this reason, and because Project Numbers appear on documents so infrequently, this data element has been made inactive. This field was used in approximately 7,300 records.*

PROGRAM AREA CODE

	Profile
Data Element/Field	- Program Area Code
Data Entry Tag/Keyword	- PA_
Files	- RIE
Mandatory/Optional	- Optional
Data Provided By	- Clearinghouse
Character Set	- Numeric
Subfields Permitted	- No
Field Length	- Fixed Length
Field ID No. (Tape)	- 20

TYPICAL ENTRY (RIE Only)

PA_32

NOTE: *This data element was discontinued in 1979.*

The two-digit numeric Program Area code was established to identify the legislative authority under which the project producing the document was funded. Unfortunately, relatively few documents made a practice of citing their authorizing legislation. As a result, the code appeared infrequently in RIE records, and, in 1979, it was dropped entirely and labeled inactive.

When in use, the Program Area Code was entered as shown in the typical entry above. This data element does not appear on the vendor files.

ATTACHMENT 2:

CATALOGING SPECIFIC TYPES OF DOCUMENTS

I. Introduction

The intent of Attachment 2 is to gather in one location complete information concerning the processing of specific, frequently encountered types of documents. The first such "holistic" write-up covers "Analytics". Additional Types will be added to this Attachment as needed, e.g., composite documents (one or more separately published documents combined into a single accession).

II. Specific Types of Documents

A. Analytics

1. Definition

An analytic is a part of a larger document. The part is treated and processed as if it were a separate document. The part is spoken of as being *analyzed out* of the larger document. The larger document is often referred to informally as the "*parent*" and the parts as the "*children*". A larger document (e.g., a conference proceedings) may be analyzed comprehensively (i.e., all parts processed) or selectively (one or more parts processed, but not all).

2. Selection Criteria (Deciding to Analyze)

Analytics must abide by all of the regular rules for documents, e.g., they must be duplicate checked, they must be physically complete and reproducible, etc. However, there are some additional criteria applicable specifically to analytics:

a. Size

Small documents (≤ 50 pages) that would result in "undersized" children (≤ 5 pages) should rarely be analyzed.

b. Multi-Subject Coverage

A document, each of whose parts covers essentially the same topic, should generaly not be analyzed. If analytic parts are all on the same topic (e.g., "clones"), they might as well be treated as one unit (as published). The intent of analytics is to enhance retrieval by treating individually parts that are *different*. If the parts are not very different from each other, there is little point to the separate treatment. A conference proceedings, where the papers cover a wide range of different topics, would be a good candidate for analysis.

c. **Reproduction Release Obtained**

The parent document must be at Level 1 or 2. Documents at Level 3 may not be analyzed since this creates a proliferation of entries for items ERIC cannot provide.

Unless a part carries its own separate copyright notice, the reproduction release permission obtained for the parent is considered to extend automatically to the each of the parts.

3. **Copy Requirements (for microfilming)**

Each part analyzed out of a parent document must be input as its own separate and distinct physical document. This necessitates either obtaining a second copy of the parent (which may be dismembered) or making a photocopy (from the parent) of the analyzed parts.

4. **Accessioning**

Analytics should be accessioned in the same sequence in which they appear in the parent document, beginning with the next accession number immediately after that of the parent.

5. **Shipping**

Parent documents and their analyzed parts should as a rule be sent together in the same week's shipment. If the number of analytics is so large that the Clearinghouse wants to spread the input across two weekly shipments, the Facility should be alerted in advance. Facility processing of analytics is delayed until all parts from a given parent are in hand. As with all "related documents," analytics must appear together in the same RIE issue.

6. **Parent Document Created by Clearinghouse**

Sometimes a conference results in a large number of separate conference papers, but not in a unified, published "Proceedings" volume containing these papers. Sometimes, to benefit the end users, and perhaps as part of a cooperative agreement with the conference sponsor, a Clearinghouse will decide to assemble and combine these various papers to create an artificial "Proceedings" volume (with a Clearinghouse-created title page and table of contents). Some or all of the papers so assembled may legitimately also become analytics, even though the "parent" document in this case had no previous existence before Clearinghouse processing.

7. **Sample Records**

See **Figure V-2-1** for an example of a resume (selected fields) for a Parent document, with a NOTE_ referring to the parts that have been separately analyzed.

See **Figure V-2-2** for an example of a resume (selected fields) for an Analytic, with a NOTE_ field referring to the Parent document from which it has been extracted.

Sample Resume (Selected Fields) for Parent Document

CH_FL123456[1]
TITLE_Language Proficiency for America in the 21th Century. Proceedings of the Annual Conference of the Association of Language Teachers (10th, New York, NY, May 3-5, 1991).
AUTH_Jones, Matilda T., Ed.; Swanson, Bruce, Ed.
INST_BBB123456=Association of Language Teachers, Atlanta, GA.[2]
NOTE_For individual conference papers, see FL 123 457-465.[3]
PUBTYPE_021
GEO_U.S.; Georgia
ABST_Selected papers from the 1991 the annual conference of the Association of Language Teachers are presented. The theme of the conference was preparing students in the United States to be proficient in foreign languages in the next century. The papers are: "Restructuring the Elementary Foreign Language Program (Donaldson, Sarah);...[4]

FIGURE V-2-1: Sample Resume (Selected Fields) for Parent Document

Sample Resume (Selected Fields) for Analytic

CH_FL123457[1]
TITLE_Restructuring the Elementary Foreign Language Program.
AUTH_Donaldson, Sarah
PUBTYPE_150
NOTE_In: Language Proficiency for American in the 21st Century. Proceedings of the annual Conference of the Association of Language Teachers (10th, New York, NY, May 305, 1991); see Fl 123 456.[5]
GEO_U.S.; Ohio[6]

FIGURE V-2-1: Sample Resume (Selected Fields) for Analytic

[1] Parent document should be accessioned *before* the children.

[2] Although the Institution is cataloged for the parent, normally it is not also used for the analytics, as the conference organization typically is not responsible for the content of individual conference papers.

[3] The note format should be succinct.

[4] Whenever possible, use a Table of Contents type abstract for parents, that can, in effect, act as an index to the analytics.

[5] For individual papers, cross reference back to the parent document; it is not necessary to cross reference children to children.

[6] For individual papers, the GEO field should be cataloged with the geographic location of the author of the paper; do not use the parent document's location for this field.

ATTACHMENT 3:

CENDI/COSATI GUIDELINES FOR "ORGANIZATION NAME(S)" [1]

2.0 ORGANIZATION NAME(S)

2.1 DEFINITION: Names of the corporate bodies associated with the report. Two types of organizations are associated with reports: the corporate author, the institutional or corporate body preparing the report and performing or contractually responsible for the work; and the monitoring or funding agency, the organization responsible financially for the report or sponsoring the work, and controlling distribution of the report.

2.2 PURPOSE: To identify organizations associated with the report in a standard manner, thus to facilitate bringing together all reports generated or sponsored by a specific organization.

2.3 CONTENT: There are two distinct cataloging functions associated with an organization name. One, performed by cataloging staff wherever technical reports are processed, consists of adding appropriate names to a document citation. This is done by choosing from an authority list of organization names the numeric code(s) for the name(s). All codes that apply are recorded. Narrative entries of the names corresponding to the codes are generated automatically by computer.

The other function consists of formatting the narrative entry of the name for addition to the authority list. Maintenance of the authorities is the responsibility of the four CENDI agencies; preliminary entries may be submitted by other cataloging sites, to be verified by CENDI agencies before being added to an authority file. Rules for formatting these entries are given below. These rules are followed by the CENDI agencies and will assist other catalogers preparing tentative entries for CENDI review.

2.3.1 Selection of Elements of Organization Name Headings: General Rules

2.3.1.a

Only two organizational elements may be chosen. They are usually selected from the title page or the cover page of the report.

[1] This attachment is a photocopy of Section 2.0 "Organization Name(s)", extracted from *Guidelines for Descriptive Cataloging of Reports. A Revision of COSATI Standard for Descriptive Cataloging of Government Scientific and Technical Reports.* Washington, DC, Commerce, Energy, NASA, Defense Information (CENDI) Cataloging Committee, 1985, 100p. (PB86-112349).

2.3.1.b

When two elements are chosen, they are the largest and the smallest elements; the city and state name of the smallest element follows the largest element of the organization heading.

APPEARS AS:	ENTER AS:
General Electric Co., Syracuse, NY, Tube Department. Imaging Devices Operation.	General Electric Co., Syracuse, NY. Imaging Devices Operation.

2.3.1.c

This selection of elements may vary if a smaller element includes a proper name (see 2.3.3.a); if a smaller name is the name of an independent company or a major government bureau of service (see 2.3.3.b); or if the report series number assigned by the originator indicates a different level of editorial responsibility (see 2.3.3.c).

2.3.2 Selection Of Elements of Organization Name Headings: Specific Rules

2.3.2.a

U.S. is omitted before government headings

APPEARS AS:	ENTER AS:
U.S. Coast Guard, Washington, D.C.	Coast Guard, Washington, DC.
United States Geological Survey, Reston, VA.	Geological Survey, Reston, VA.

2.3.2.b

City or state names which repeat part of the name of the main element are omitted.

APPEARS AS:	ENTER AS:
Massachusetts Institute of Technology, Cambridge, MA.	Massachusetts Inst. of Tech., Cambridge.
University of Rochester, Rochester, NY.	Rochester Univ., NY.

2.3.2.c

If the subelement includes a geographic name, the geographic name is repeated as part of the subelement.

APPEARS AS:	ENTER AS:
Burroughs Corporation, Radnor, PA, Radnor Division.	Burroughs Corp., Radnor, PA. Radnor Div.

2.3.2.d

State names are not abbreviated within a heading except when used as part of the place name.

APPEARS AS:	ENTER AS:
State University of New York at Albany.	State Univ. of New York at Albany. ①
University of Rochester, Rochester, New York.	Rochester Univ., NY.

2.3.2.e

Names of state and local government agencies should start with the names of the state or local government; words like "state", "city", "county" are included or omitted in acordance with local practice.

APPEARS AS:	ENTER AS:
Community Redevelopment Agency of the City of Los Angeles.	Los Angeles City Community Redevelopment Agency, CA.
County of Los Angeles, Department of Health Services, Los Angeles, CA.	Los Angeles County Dept. of Health Services, CA.
Department of Education, State of New York, Albany, New York.	New York State Dept. of Education, Albany.

2.3.2.f

The name "University of...(city or state)" is always written beginning with the city or state name, regardless of legal and financial relationships; punctuation is not inserted in the inverted form (as is done when cataloging according to AACR2). ②

APPEARS AS:	ENTER AS:
University of Pennsylvania, Philadelphia, Pennsylvania.	Pennsylvania Univ., Philadelphia.
The University of Alabama in Huntsville.	Alabama Univ. in Huntsville. ③
University of Wisconsin-Madison, Madison, Wisconsin.	Wisconsin Univ.-Madison. ④

① ERIC uses: "State Univ. of New York, Albany."

② ERIC drops "at," "in," and " - (hyphen)," etc. used to designate individual campuses or branches.

③ ERIC uses: "Alabama Univ., Huntsville."

④ ERIC uses: "Wisconsin Univ., Madison."

2.3.2.g

The names "University of...(geographic region)" and "State University of..." are written without reversal.

APPEARS AS:	ENTER AS:
University of the South, Sewanee, TN.	University of the South, Sewanee, TN.
APPEARS AS:	ENTER AS:
State University of New York at Stony Brook, New York.	State Univ. of New York at Stony Brook. ⑤

2.3.2.h

Departments of universities are always written in the form "Dept. of ...", regardless of the way they appear on the report.

APPEARS AS:	ENTER AS:
University of Southern California, Los Angeles. Electrical Engineering Dept.	University of Southern California, Los Angeles. Dept. of Electrical Engineering.

2.3.2.i

Major committees of executive organizations are written following the names of the organization.

APPEARS AS:	ENTER AS:
Committee on Earthquake Engineering Research. Commission on Engineering and Technical Systems. National Research Council.	National Research Council, Washington, DC. Committee on Earthquake Engineering Research.

2.3.2.j

Joint committees are written directly under their own names.

APPEARS AS:	ENTER AS:
Congress of the United States, Joint Committee on Reduction of Federal Expenditures.	Joint Committee on Reduction of Federal Expenditures (U.S. Congress).

⑤ ERIC uses: "State Univ. of New York, Stony Brook."

2.3.2.k

Abbreviations are not used as the first word of a heading, but are spelled out.

APPEARS AS:	ENTER AS:
AF Avionics Laboratory, Wright-Patterson Air Force Base, Ohio.	Air Force Avionics Lab., Wright-Patterson AFB, OH.
APPEARS AS:	ENTER AS:
St. Anthony Hospital, Columbus, Ohio.	Saint Anthony Hospital, Columbus, OH.
U.S. Steel Corporation, Monroeville, Pennsylvania.	United States Steel Corp., Monroeville, PA.

2.3.2.l

An exception is made only when the abbreviation is a legally or officially established element of the corporate title.

APPEARS AS:	ENTER AS:
RCA Corp., New York, N.Y. (legal name)	RCA Corp., New York.

2.3.2.m

If an organization customarily uses an abbreviated form of its official, legal, or chartered name, the abbreviated form is preferred.

APPEARS AS:	ENTER AS:
Alabama Agricultural and Mechanical University, Normal, AL.	Alabama A and M Univ., Normal.
Leland Stanford Junior University, Stanford, Calif.	Stanford Univ., CA.

2.3.2.n

If an organization changes its name, both old and new forms of the name are retained, with cross references made between them. (See Appendix 5). A specific report is cataloged under whichever name appears on the publication.

2.3.2.o

If a report is authored jointly by two or more components of the same organization, the heading should be no more specific than the smallest organizational level common to all components. ⑥

APPEARS AS:	ENTER AS:
General Electric Co., Cincinnati, Ohio. Flight Propulsion Division. Advanced Engine Technology Department and General Electric Co., Cincinnati, Ohio. Flight Propulsion Division. Large Jet Engine Department.	General Electric Co., Cincinatti, OH. Flight Propulsion Div.

2.3.2.p

When two companies are participating in a joint venture, the names are combined into a single source. The combination is usually found on the document. ⑦

APPEARS AS:	ENTER AS:
DeLeuw, Cather and Co. and STV, Inc. Washington, DC.	DeLeuw, Cather/STV, Washington, DC.

2.3.2.q

International unions or organizations which have no permanent headquarters may be written with no place name. ⑧

APPEARS AS:	ENTER AS:
International Association for Quaternary Research.	International Association for Quaternary Research.

⑥ When several subdivisions of large government (state or federal) agencies or universities are jointly the source, ERIC does not adhere to this rule. For example, two major offices in the Department of Education, the "Office of Educational Research and Improvement" and the "Office of Elementary and Secondary Education," appearing as joint sources, would *not*, in most circumstances, be cataloged under the broader "Department of Education" but would each be cataloged separately.

⑦ ERIC normally does not combine organizations into one name; however, if an entity, e.g., a project name, incorporates two organizations, then the source is entered in that format, e.g., "Annenberg/CPB Project."

⑧ ERIC extends this rule to include any entity without a fixed address, e.g., consortia, networks, state or local associations, professional associations, etc.

2.3.2.r

If any of the following terms is written out on the document, it should be abbreviated within the corporate heading. (Authority: U.S. Government Printing Office Style Manual and foreign dictionaries)

Abteilung	Abt.
Air Force Base	AFB
Air Force Station	AFS
Aktiebolaget	A.B.
Aktiengesellschaft	A.G.
Aktieselskab	A/S
Anciens	Anc.
bij voorbeeld	B.V.
Boluk	Bl.
Brothers	Bros.
College	Coll.
Campagnie	Cie.
Campania	Cia.
Company	Co.
Corporation	Corp.
Departement	Dept.
Department	Dept.
Departmental	Dept.
Departmentet	Dept.
Dipartimento	Dipt.
Divisao	Div.
Division	Div.
Divisione	Div.
eingetragner Verein	e.V.
Etablissements	Ets.
Geobroeders, Gebrueder	Gebr.
Gesellschaft mit beschraenkter Haftung	G.m.b.H.
Incorporated	Inc.
Ingenieur	Ing.
Institut	Inst.
Institute	Inst.
Institute of Technology	Inst. of Tech.
Institutet	Inst.
Instituto	Inst.
Institutt	Inst.
Institutul	Inst.
Instituut	Inst.
Instytut	Inst.
Istituto	Ist.
Kommanditgesellschaft	K.G.
Kommanditselskab	K/S
Laboratoire	Lab.
Laboratoires	Labs.
Laboratories	Labs.
Laboratoriet	Lab.
Laboratorio	Lab.
Laboratorium	Lab.
Laboratory	Lab.
Limited	Ltd.

Maatschappij	Mij.
Manufacturer	Mfr.
Manufacturers	Mfrs.
Manufacturing	Mfg.
Naamloze Vennootschap	N.V.
Offene Handlesgesellschaft	O.H.G.
Professional Corp.	P.C.
Private or (P)	Pvt.
Proprietary	Pty.
Public Limited Co.	PLC
Societa per Azioni	S.p.A.
Societe Anonyme	S.A
Societe a Responsabilite Limitee	S.R.L.
spolka	s-ka
Universidad	Univ.
Universidade	Univ.
Universita	Univ.
Universitaet	Univ.
Universitas	Univ.
Universitatea	Univ.
Universite	Univ.
Universiteit	Univ.
Universitet	Univ.
Universitetet	Univ.
Universiti	Univ.
University	Univ.
Univerzita	Univ.
Univerzitet	Univ.
Uniwersytet	Univ.
Volkseigner Betribe	VEB.

NOTE: This rule does not restrict the use of abbreviations that occur on the document.

2.3.2.s

The following abbreviations are used for U S geographic names when used as part of the geographic location; the abbreviations are taken from the National ZIP Code Directory.

Alabama - AL	Hawaii - HI
Alaska - AK	Idaho - ID
American Samoa - AS	Illinois - IL
Arizona - AZ	Indiana - IN
Arkansas - AR	Iowa -IA
California - CA	Kansas - KS
Canal Zone - CZ	Kentucky - K
Colorado - CO	Louisiana - LA
Connecticut - CT	Maine - ME
Delaware - DE	Maryland - MD
District of Columbia - DC	Massachusetts - MA
Florida - FL	Michigan - MI
Georgia - GA	Minnesota - MN
Guam - GU	Mississippi - MS

Missouri - MO
Montana - MT
Nebraska - NE
Nevada - NV
New Hampshire - NH
New Jersey - NJ
New Mexico - NM
New York - NY
North Carolina - NC
North Dakota - ND
Ohio - OH
Oklahoma - OK
Oregon - OR
Pennsylvania - PA
Puerto Rico - PR
Rhode Island - RI
South Carolina - SC
South Dakota - SD
Tennessee - TN
Texas - TX
Trust Territories - TT
Utah - UT
Vermont - VT
Virgin Islands - VI
Virginia - VA
Washington - WA
West Virginia - WV
Wisconsin - WI
Wyoming - WY

2.3.2.t

The Directory is also used to establish the correct form of the place name in cases of doubt. If a branch post office has a ZIP code different from that of the main post office, the name of the branch post office is used.

APPEARS AS:	ENTER AS:
Argonne National Lab., Lemont, IL.	Argonne National Lab., IL. (since Argonne is a substation of Lemont but has its own ZIP code)

2.3.2.u

For military installations, the post office as given in the Directory is used.

APPEARS AS:	ENTER AS:
Wright-Patterson Air Force Base, Ohio.	Wright-Patterson AFB, OH.
Andrews Air Force Base, Maryland.	Andrews AFB, Washington, DC.

2.3.2.v

For Fleet and Army Post Offices, military forms are used; include the abbreviation "APO" or "FPO" and the ZIP code, but omit the state name.

APPEARS AS:	ENTER AS:
Army Research Institute Field Unit, APO New York 09403.	Army Research Inst. Field Unit, APO New York 09403.
Naval Medical Research Unit No. 3, FPO New York 09527.	Naval Medical Research Unit No. 3, FPO New York 09527.

2.3.3 Selection of Elements of Organization Name Headings: Exceptions

2.3.3.a

Proper names - A smaller organization element that begins with a proper name is selected as the secondary or subelement, ignoring other smaller elements in the imprint. Proper names include a noun not defined in the dictionary, the name of a person, part of the name of a company repeated in the name of the component, an acronymic form of name, and geographic names.

APPEARS AS:	ENTER AS:
Johns Hopkins Univ., Baltimore, MD. Dept. of Physics, Carlyle Barton Lab.	Johns Hopkins Univ., Baltimore, MD. Carlyle Barton Lab.
General Motors Technical Center, Warren, MI. GM Transportation Systems Center.	General Motors Technical Center, Warren, MI. GM Transportation Systems Center.
Department of Energy, Pittsburgh, PA. Pittsburgh Mining Technology Center. Division of Fossil Fuel Extraction.	Department of Energy, Pittsburgh, PA. Pittsburgh Mining Technology Center.

2.3.3.a(1)

If there are two subordinate elements, one showing a proper name and one showing a report series, the subelement element represented by the report series is chosen.

APPEARS AS:	ENTER AS:
Report Number LBL-801 and California Univ., Berkeley, Dept. of Physics. and California Univ., Berkeley. Lawrence Berkeley Lab.	California Univ., Berkeley. Lawrence Berkeley Lab.

2.3.3.a(2)

If the first element of a heading begins with initials of a personal name, the entry is started with the surname, followed by initials enclosed in parentheses.

APPEARS AS:	ENTER AS:
E.I. Du Pont de Nemours and Co., Wilmington, DE.	Du Pont de Nemours (E.I) and Co., Wilmington, DE.
B.F. Goodrich Co., Akron, OH.	Goodrich (B.F.) Co., Akron, OH.

2.3.3.a(3)

If the first element of a heading begins with a personal forename, and it is the name of a company or other commercial/industrial organization (including Associates, Engineers, etc.), the heading starts with the surname, followed by forename and initials enclosed in parentheses.

APPEARS AS:	ENTER AS:
Arthur D. Little, Inc., Cambridge, MA.	Little (Arthur D.), Inc., Cambridge, MA.

2.3.3.a(4)

If the first element of a heading begins with a personal forename, and is the name of a university, laboratory, institute, center, hospital, foundation or other apparently non-commercial organization, the heading is written directly as given.

APPEARS AS:	ENTER AS:
M.D. Anderson Hospital and Tumor Institute, Houston, TX.	M.D. Anderson Hospital and Tumor Inst., Houston, TX.
Harry Diamond Laboratories, Washington, DC.	Harry Diamond Labs., Washington, DC.

2.3.3.a(5)

If the subordinate element of a heading begins with a personal name, that name is written without rearrangement.

APPEARS AS:	ENTER AS:
California Institute of Technology, Pasadena, CA. W. M. Keck Laboratory of Engineering Materials.	California Inst. of Tech., Pasadena. W.M. Keck Lab. of Engineering Materials.

2.3.3.a(6)

A subordinate element that begins with the words U.S., National, or the state name in a state organization, is entered as an independent organization.

APPEARS AS:	ENTER AS:
U.S. Army Engineer District, Huntington. Corps of Engineers, Huntington, WV.	Army Engineer District, Huntington, WV.

APPEARS AS:	ENTER AS:
Hawaii Institute of Geophysics, University of Hawaii, Honolulu, Hawaii.	Hawaii Inst. of Geophysics, Honolulu.
National Magnet Laboratory, Massachusetts Institute of Technology, Cambridge, MA.	National Magnet Lab., Cambridge, MA.

2.3.3.b

Independent names - A subordinate element of a company is recognizable as an independent corporate entity by words such as Inc., Co., Ltd., Corp., etc., or by the fact that descriptive phrases such as "a division of ...", "a subsidiary of ...", are not included within the name itself. Such an independent element is written as a single-element heading with place name, omitting the name of the largest element. The heading is followed by the name of a still smaller organization element where such is included in the imprint.

APPEARS AS:	ENTER AS:
Babcock and Wilcox, A McDermott Company, New Orleans, LA.	Babcock and Wilcox, New Orleans, LA.

2.3.3.b(1)

Major bureaus and services of the U.S. Government are listed as one-element headings, omitting the larger organizational element.

APPEARS AS:	ENTER AS:
Department of Health and Human Services, Public Health Service, Rockville, MD.	Public Health Service, Rockville, MD.

Any such heading may be followed by the name of the smallest element.

APPEARS AS:	ENTER AS:
Department of Agriculture, Agricultural Research Service, Beltsville, MD. Plant Stress Laboratory.	Agricultural Research Service, Beltsville, MD. Plant Stress Lab.

2.3.3.b(2)

Parenthetical identification is added when necessary.

APPEARS AS:	ENTER AS:
Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, Washington, DC.	Office of Assistant Secretary for Planning and Evaluation (HHS), Washington, DC.
Department of the Navy, Bureau of Medicine and Surgery, Washington, DC.	Bureau of Medicine and Surgery (Navy), Washington, DC.
Department of the Army, Adjutant General's Office, Washington, DC.	Adjutant General's Office (Army), Washington, DC.
Department of the Army, 7th Infantry Fort Ord, CA.	Infantry Div. (7th), Fort Ord, CA.

2.3.3.b(3)

Named observatories are written as independent headings.

APPEARS AS:	ENTER AS:
Chicago University, Williams Bay, WI. Yerkes Observatory.	Yerkes Observatory, Williams Bay, WI.

2.3.3.b(4)

If a college or school of a university has a proper name, it is written as an independent heading.

APPEARS AS:	ENTER AS:
Cambridge University, Cambridge, England. Trinity College.	Trinity Coll., Cambridge (England).
Virginia University, Fredericksburg, VA. Mary Washington College.	Mary Washington Coll., Fredericksburg, VA.
Pennsylvania University, Philadelphia, PA. The Wharton School.	Wharton School, Philadelphia, PA.

2.3.3.b(5)

If an independent element of a government agency is a laboratory, center, or institute, no further subdivision is used.

APPEARS AS:	ENTER AS:
Armed Forces Institute of Pathology, Washington, DC. Geographic Pathology Div.	Armed Forces Inst. of Pathology, Washington, DC.

unless the subordinate element is also represented by a report series.

APPEARS AS:	ENTER AS:
NAPTC-ATD-216 (report series) and Naval Air Propulsion Test Center, Trenton, NJ. Aeronautical Turbine Dept.	Naval Air Propulsion Test Center, Trenton, NJ. Aeronautical Turbine Dept.

2.3.3.b(6)

If a report series acronym indicates the editorial responsibility of a subordinate element of a government agency, that element is considered to be independent and no further elements are included.

APPEARS AS:	ENTER AS:
ASD/TR-83/5014 (report series) and Flight Accessories Laboratories, Aeronautical Systems Division, Air Force Systems Command, United States Air Force, Wright-Patterson Air Force Base, Ohio.	Aeronautical Systems Div., Wright-Patterson AFB, OH.

Include the subordinate element if it is also represented by a report series.

APPEARS AS:	ENTER AS:
TR-66-2-CM (report series) and C&OM-15 (report series) and Army Natick Laboratories, Natick, MA. Clothing and Organic Materials Division.	Army Natick Labs., MA. Clothing and Organic Materials Div.

NOTE: For report series in non-government agency reports, see 2.3.3.c, below.

2.3.3.c

Report series - Many reports include a report series number which indicates the level of organizational and editorial responsibility. Most of these report series include an acronym which can be readily related to one or more of the organizational elements listed in the imprint. For smaller organizational elements, that element indicated by the report series is chosen.

APPEARS AS:	ENTER AS:
ESG-84-01 (report series) and Rockwell International, Canoga Park, California. Environmental and Energy Systems Division. Energy Systems Group.	Rockwell International, Canoga Park, CA. Energy Systems Group.

NOTE: For report series in government agency reports, see 2.3.3.b(5) and (6) above.

If the report series indicates a larger-smaller order of responsibility, that order is followed in the corporate author heading, selecting the two elements indicated by the report series and ignoring any other elements.

APPEARS AS:	ENTER AS:
NIOSH/IHS-81-15 (report series) and Industrial Hygiene Section. Industry-Wide Studies Branch. Division of Surveillance, Hazard Evaluations and Field Studies. National Institute of Occupational Safety and Health, Cincinnati, Ohio.	National Inst. of Occupational Safety and Health, Cincinnati, OH. Industrial Hygiene Section.

2.3.4 Selection of Elements of Organization Name Headings: Foreign Organization Name Headings

2.3.4.a

The name of a foreign corporate body is entered as name of the organization, followed by the name of the city, followed by the name of the country written in parentheses. (See Appendix 2 for a list of geographic names to be used.) ⑨

APPEARS AS:	ENTER AS:
Royal Aircraft Establishment, Farnborough, England.	Royal Aircraft Establishment, Farnborough (England).

2.3.4.b

Foreign names are written in the native language, or transliterated from the native language whenever the native form of the name is known.

⑨ Appendix 2 of PB86-112349 is not printed in the EPM. ERIC treats the Canadian provinces/territories and the subdivisions of the United Kingdom and Australia as "countries."

APPEARS AS:	ENTER AS:
Societa Richerche Impianti Nucleari, Milano.	Societa Richerche Impianti Nucleari, Milan (Italy).

But if the foreign institution chooses to publish all its reports in English under an English form of organization name, or if the official publications of an institution include the organization name given in English, the English form is used.

APPEARS AS:	ENTER AS:
Technical University of Denmark, Lyngby.	Technical Univ. of Denmark, Lyngby.
Forsvarets Forskningsinstitutt, Kjeller, Norway and Norwegian Defence Research Establishment, Kjeller.	Norwegian Defence Research Establishment, Kjeller.

2.3.4.c

Names of foreign cities are not abbreviated; names of foreign countries are not abbreviated except for the following countries: (See Appendix 2.) ⓫

Germany, F.R.
German D.R.
Korea, D.P.R.
USSR.

The name of the country is not repeated if included in the heading.

APPEARS AS:	ENTER AS:
Australian National University, Canberra, Australia.	Australian National Univ., Canberra.
Centro Brasileiro de Pesquisas Fisicas, Rio de Janeiro, Brazil.	Centro Brasileiro de Pesquisas Fisicas, Rio de Janeiro.

2.3.4.d

Foreign place names are written in the form of common usage as indicated by the Board on Geographic Names-Defense Mapping Agency.

⓫ ERIC follows its own *Geographic Authority List* for country names, e.g., "South Korea." Abbreviations normally are not used (except for USSR, now defunct).

APPEARS AS:	ENTER AS:
Universita di Milano, Italia.	Milan Univ. (Italy).

When the name forms an integral part of the heading, retain the native form.

APPEARS AS:	ENTER AS:
Politecnico di Milano, Italia.	Politecnico di Milano (Italy).

2.3.4.e

If the name of the university begins with the foreign equivalent of "University of ... (place name)," the place name is written first and the foreign form of "university" is abbreviated to "Univ."

APPEARS AS:	ENTER AS:
Universidad de Barcelona, Spain.	Barcelona Univ. (Spain).
Universidade do Brasil, Rio de Janeiro.	Brazil Univ., Rio de Janeiro.
Universita degli Studi, Parma, Italy.	Parma Univ. (Italy).
Universitaet Wien, Austria.	Vienna Univ. (Austria).

2.3.4.f

If a foreign university commonly prefers the "University of (place name)" to the official version of its name, the place name version should be used.

APPEARS AS:	ENTER AS:
Universitaet Kiel, Germany, F.R. and Christian-Albrechts Universitaet Kiel, Germany, F.R.	Kiel Univ. (Germany, F.R.).

2.3.4.g

Technische Universitaet is written using the common form of place name and omitting the formal portion of the name.

APPEARS AS:	ENTER AS:
Technishche Universitaet Carolo Wilhelmina zu Braunschweig, Germany, F.R.	Technische Univ., Brunswick (Germany, F.R.).

2.3.4.h

All other forms of name are retained as written.

APPEARS AS:	ENTER AS:
Pontificia Universidade Catolica do Rio de Janeiro, Brazil.	Pontificia Univ. Catolica do Rio de Janeiro (Brazil).

2.3.4.i

Foreign scientific academies are written as the name of the academy, followed by place and country. (Name of country is omitted when included in the name of the academy).

APPEARS AS:	ENTER AS:
Akademiya Nauk SSSR, Moscow, USSR.	Akademiya Nauk SSSR, Moscow.

2.3.4.j

Institutes, sections, etc. of foreign academies are written following the name of the academy, place and country. If an institute name from a Russian or satellite country is followed by a personal name, omit the personal name.

APPEARS AS:	ENTER AS:
Akademiya Nauk SSSR, Leningrad, USSR. Fiziko-Tekhnicheskii Institut im. A.F. Ioffe.	Akademiya Nauk SSSR, Leningrad. Fiziko-Tekhnicheskii Inst.

2.3.4.k

All other foreign institutes, not connected with their national academies, are written directly.

APPEARS AS:	ENTER AS:
Institute Hygieny a Epidemiologie, Prague, Czechoslovakia.	Institut Hygieny a Epidemiologie, Prague (Czechoslovakia).

2.4 USE: Mandatory

2.5 EXTERNAL TAG: C05

2.6 CHARACTER SET: Standard ASCII Characters

2.7 DATA SOURCE: Organizations are taken from the document, following conventions listed above. An authority file is used for standardization.

2.8 NOTES: Narrative entries follow standard formats and transliteration schemes, particularly FIPS PUB 10-3: Countries, Dependencies, Areas of Special Sovereignty, and their Principal Administrative Divisions, (1984)*; ANSI Z39.24-1976, System for Romanization of Slavic Cyrillic Characters**; and the National ZIP Code Directory.

*Copies of FIPS PUBs referenced in these Guidelines are available from NTIS, 5285 Port Royal Road, Springfield, VA 22161.

**Copies of ANSI standards referenced in these Guidelines are available from American National Standards Institute, 1430 Broadway, New York, NY 10018.

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